R E P O R T   R E S U M E S

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A STUDY TO DETERMINE THE FEASIBILITY OF THE COOPERATIVE PRODUCTION OF RECORDED INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS REGION, FINAL REPORT.

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A 14-MONTH STUDY WAS MADE TO DETERMINE THE FEASIBILITY OF COOPERATIVE PRODUCTION OF INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS REGION. IN CARRYING OUT THE STUDY, THE INVESTIGATOR USED THESE PROCEDURES--(1) SELECTION OF A PROJECT COMMITTEE FROM REPRESENTATION OF ALL 12 STATES IN THE GREAT PLAINS AREA, (2) SELECTION OF RESOURCE PERSONNEL, (3) SCHEDULING OF COMMITTEE MEETINGS, AND (4) SPECIFICATION OF SPECIFIC ACTIVITIES. ACTIVITIES REPORTED INCLUDE (1) THE FINDINGS FROM A QUESTIONNAIRE DISTRIBUTED TO HIGH SCHOOLS, TEACHERS, SUPERVISORS, AND ADMINISTRATORS CONCERNING INSTRUCTIONAL TELEVISION, (2) EXPERIMENTS IN THE COOPERATIVE PRODUCTION OF A TELEVISED SERIES OF LESSONS AND THE EVALUATION RESULTS, AND (3) A REPORT ON A SURVEY MADE OF STATE DEPARTMENTS OF EDUCATION IN THE AREA. A LISTING OF RESOURCES WAS ALSO OBTAINED. A MAJOR OUTCOME OF THE PROJECT WAS THE OUTLINING OF THREE PROPOSED TELEVISION SERIES OF PRESENTATIONS SUITED TO COOPERATIVE PRODUCTION. IT WAS ESTABLISHED THAT COOPERATIVE PRODUCTION IS FEASIBLE AND SHOULD BE UNDERTAKEN. A NUMBER OF SPECIFIC RECOMMENDATIONS WERE PRESENTED. (JC)

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A STUDY TO DETERMINE THE FEASIBILITY OF THE COOPERATIVE PRODUCTION OF RECORDED INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS REGION

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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FINAL REPORT

JUNE 30, 1965

A STUDY TO DETERMINE THE FEASIBILITY OF THE COOPERATIVE PRODUCTION OF RECORDED INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS REGION

FINAL REPORT

June 30, 1965

I

INTRODUCTION

Supplemental Agreement Number 3 between the US Office of Education and the Great Plains Regional Instructional Television Library, Contract Number OE 2-16-015 was modified as of August 31, 1963, to include: "A Study to Determine the Feasibility of the Cooperative Production of Recorded Instructional Television Materials for Exchange in the Great Plains Region".

After an initial meeting on this Project in December, 1963, Dr. Richard H. Bell, Director of Radio-Television at the University of Colorado, was asked to serve as Coordinator of this Project.

During the ensuing fourteen months, the Project was carried out in line with objectives of the original proposal. Results of this Project are covered in this Final Report, which includes the following:

I. Introduction

II. Proposal

III. Procedures

IV. Findings and Specific Conclusions

   A. ETV Facilities in the Great Plains Area

   B. Survey of Interest in Cooperative Production in Specific Curriculum Areas

   C. Production of ETV Utilization Series

   D. Survey of State Departments of Education

   E. Proposal of Six Educational Television Series for Cooperative Production

V. General Conclusions

VI. Recommendations

VII. Evaluation of the Project

It is hoped that the findings, conclusions, and recommendations of this study will be of value to future efforts in the promising field of cooperative production of educational television series.

II

PROPOSAL

A STUDY TO DETERMINE THE FEASIBILITY OF THE COOPERATIVE PRODUCTION OF RECORDED INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS REGION:

The need for continuing research and development in order to strengthen and encourage the interchange of recorded television instructional materials has long since been established by those cognizant of the many problems inherent in the efficient utilization of educational television. Recognizing this need, the US Office of Education, through a three-year contract with the University of Nebraska, established the Great Plains Regional Instructional Television Library as a part of a demonstration project. Among the activities of this project, in addition to the discovery of materials and the determining of methods of distribution, is research.

To date the research conducted by the Library has been on a somewhat limited scale. Using mail survey techniques and working through its Operations Committee, the Library staff has determined the anticipated educational needs which might well be met through instructional television in the 12-state region. Such surveys, varying only slightly in nature, have been conducted annually. The results have contributed extremely valuable data, obtainable through no other source and have provided major guidelines for the Library staff to use in determining the acquisition of extant course materials as they have become available for distribution.

The Great Plains Regional Instructional Television Library now proposes to expand its research activities by conducting a more intensive examination into the problems of the curricular use of televised materials leading directly to possible cooperative production and to more extensive multiple use. The US Office of Education has entered into a supplemental contract with the University of Nebraska to enable the Library to perform this detailed study.

This proposed research, though covering a large geographic region where many common elements exist, still would encompass many different philosophies about curricular development, and consequently, many divergent courses of study in each subject area. Therefore, it is proposed that this research be concerned with determining certain supplemental academic materials not an integral part of the core curriculum, yet vitally important to the broad educational function of the public school curriculum.

Because of the practical limits of finances, personnel and time available to the typical ITV station, such of these resources as are available are devoted to the hard core, subject-centered telecourses. Many equally important academic subject areas are not covered by televised instruction because of the necessity of making the choices of which areas will receive the resources available. It is the intent of this study to explore these additional areas that could be served by co-production arrangements.

A typical programming situation to be considered might be a social studies course on Great Plains geography. To do a completely definitive series would require major resources. The individual ITV station could not produce a complete series because of the costs, both in money and time, that would be involved. If a portion of this series was produced by each of the ITV stations in the Great Plains region, an outstanding course could result with no great financial burden on each station. This co-produced, high quality course would improve the quality of educational television instruction in all states of the region.

Many other subject matter areas could lend themselves to such co-production: Great Plains heritage and cultural background; unique features of state government organization; Americanism and American Heritage; pupil orientation, study skills and guidance; driver education; preparation for effective community membership; profitable use of leisure time; vocational education and/or re-education; job opportunities in the context of guidance services; or need for continuing education as related to the drop-out problem.

Another feature of this research could be to determine the feasibility of simultaneously producing courses at all three levels of instruction -- elementary, junior high, and high school -- when the resources are assembled for the production of a single level of the course. Great economies of time and money could be a benefit of this procedure, plus the added advantage of improved articulation from one level to another.

Still another area for consideration and investigation could be the feasibility of producing two or more courses simultaneously at varying degrees of difficulty to meet the needs of different levels of academic ability -- one to challenge the gifted; another to meet the needs of the typical student; a third to provide additional reinforcement for the slow learner.

It is intended, therefore, that this study determine the feasibility of several types of co-production activities and the subject areas in which such activities would be most practical in order to encourage the most extensive exchange of materials possible and the greatest possible multiple use of such materials.

PLAN OF OPERATION

In order to accomplish the above research, it is believed that an independent study committee should be created of competent and qualified personnel selected from a variety of experience and interests and representing the 12 states now being served by the Library. This Committee would consist of approximately 36 members, representing state departments of education, teacher training institutions, elementary and secondary school supervisory personnel, and classroom teachers. Such committee members would be selected by the Library staff with the advice and consultation of personnel representing both the Library Operations Committee and the Policy Board.

The study committee so selected would be sub-divided into three work groups, each group charged with specific responsibilities relevant to the three levels of public education -- elementary, junior high, and high school.

WORK GROUP DUTIES

Under an appointed chairman, each work group would:

(1) Explore the subject areas of its particular educational level to determine in order of priority common regional and sub-regional program needs where cooperatively produced television materials can make a valuable contribution to learning in the Great Plains area.

(2) Determine criteria to be met as to content, production and technical reproduction with respect to both the video and associated printed materials in order to assure the widest possible acceptance and use of co-produced materials within the Great Plains area.

(3) Assess attitudes toward the acceptance of cooperatively produced materials.

(4) Explore the value of less-than-complete recorded telecourses that can be augmented by local live programming to complete the total instructional activity.

(5) Determine the feasibility of the simultaneous co-production of recorded televised material for use at the three levels of education -- elementary, junior high, high school -- or two or more degrees of difficulty -- academically gifted, typical, slow learner -- when the resources are available for production at one level of education or one degree of difficulty.

(6) Determine factors that in the future may either inhibit or

further facilitate the distribution and exchange of recorded instructional materials.

(7) Review recorded television instructional materials currently endorsed and distributed by the Great Plains Regional Instructional Television Library.

(8) Examine new methods of utilizing instructional television at the level assigned.

(9) Prepare a written report of its findings for use by the Library staff, its Operations Committee, and the project investigators in planning the future operations of the Library.

TIME TABLE

(1) Organizational Meeting. All key members of the general study committees meet at the same location for:

- a. Orientation and delineation of the problem.
- b. Assignments of work group chairmen.
- c. Assignment of members to the three work groups.
- d. Review of current Library holdings.
- e. Determine subsequent meeting dates.
- f. Make recommendations for other members of the total study group.

not parallel in form to the other items in the series

(2) Work Session. On call of work group chairmen, each work group, meeting separately, develop its methods of procedure and begin initial discussions.

(3) Reporting Session. Work group chairmen meet with Library staff and project directors for chairmen's progress reports.

(4) Work Session. Work groups meet separately with their chairmen for general work session.

(5) Concurrent Work Session. All work groups meet concurrently with project investigators and Library staff. They will share the results of separate group meetings, discuss findings and make recommendations to be incorporated into a final report.

(6) Reports Session. Work group chairmen meet with Library staff and project investigators, submit final oral and written report to Operations Committee.

(7) Final Report. Correlated, mimeographed, and distributed by Library staff by June 30, 1964.

* * * * * *

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C-O-P-Y
May, 1964

III

PROCEDURES

In carrying out the objectives of the proposal, as given in Chapter II, the following procedures were followed:

A. Selection of Project Committee

An initial Committee was called together, with selection being made on the basis of the following criteria:

1. Representation from all twelve states in the Great Plains Library area.
2. Elementary and secondary school curriculum representation.
3. Some representation from State Departments of Education.
4. Representation from professors in the field of education.
5. Representation from some ETV practitioners.
6. Representation from potential users, as well as potential producers.

Following the initial meeting of this group (which only eight Committee members were able to attend because of a blizzard), and the appointment in April, 1964, of Dr. Richard H. Bell, Director of Radio-Television at the University of Colorado, as Coordinator for the Project, the Coordinator attempted to expand the Project Committee to the originally-planned 36 members -- three from each of the 12 states.

The Coordinator contacted leading educators in each of the states, obtained their recommendations, and invited 36 individuals to serve on this Committee. During the fourteen months life of the Project, this Committee changed somewhat, due to time limitations of some of the members, change of employment on the part of some, and appointment of alternates for some members.

As a result, a basic committee of 34 (listed on the next page) was obtained to carry on the work of this Project. Although others served briefly, and made contributions at occasional meetings, the names listed herein are those who carried through the work of the Project to its conclusion.

Make-up of the Committee was divided as follows:

1.	Elementary School Principals or Directors of Elementary Education	9
2.	Superintendents or Assistant Superintendents	6
3.	Secondary School Principals or Directors of Secondary Education	5
4.	Curriculum Directors or Supervisors	5
5.	State Department of Education Representatives	4
6.	Directors of Educational Television	3
7.	Professors of Education	2
	TOTAL	34

COMMITTEE
GREAT PLAINS COOPERATIVE PRODUCTION PROJECT
Lincoln, Nebraska

COLORADO:

Mrs. Edythe Goldman
Principal
ELLIS SCHOOL
Denver Public Schools
Denver, Colorado

Mr. William Stenson
STATE DEPARTMENT OF EDUCATION
Denver, Colorado

IOWA:

Dr. Paul M. Mitchum
Assistant Superintendent
DES MOINES PUBLIC SCHOOLS
Des Moines, Iowa

Dr. John Montgomery
Director, ETV
DES MOINES PUBLIC SCHOOLS
Des Moines, Iowa

Dr. Carl R. Brown
Elementary Education Director
AMES PUBLIC SCHOOLS
Ames, Iowa

KANSAS:

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Kansas City, Missouri

Dr. Eugene Diggs
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Dr. Raymond Roberts
State Department of Curriculum Services
STATE DEPARTMENT OF EDUCATION
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Mr. Robert Boston
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NEBRASKA:

Mr. J. Jay Planteen, Principal
LEWIS AND CLARK JUNIOR HIGH
Omaha, Nebraska

COMMITTEE (continued)

NEBRASKA: (continued)

Dr. Royal Henline
Consultant in School Administration
STATE DEPARTMENT OF EDUCATION
Lincoln, Nebraska

Dr. Craig Fullerton
Assistant Superintendent in Charge of Instruction
OMAHA PUBLIC SCHOOLS
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NEW MEXICO:

Dr. Robert Doxtator
College of Education
UNIVERSITY OF NEW MEXICO
Albuquerque, New Mexico

Mr. John Aragon
Director of Instruction
BELEN PUBLIC SCHOOLS
Belen, New Mexico

Mr. Sheldon McGuire
Elementary School Principal
ALBUQUERQUE PUBLIC SCHOOLS
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NORTH DAKOTA:

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Director of Curriculum
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Dir. of Secondary Education
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OKLAHOMA: (continued)

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MARK TWAIN SCHOOL
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Oklahoma City, Oklahoma

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Sioux Falls, South Dakota

Dr. Clair Blikre
Superintendent of Schools
YANKTON PUBLIC SCHOOLS
Yankton, South Dakota

Mrs. Olive S. Berg
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State House
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UNIVERSITY OF WISCONSIN -MILWAUKEE
Milwaukee, Wisconsin

Mr. Roger Seager
Admin. Supt. for Suburban Schools
GREENDALE PUBLIC SCHOOLS
Greendale, Wisconsin

COMMITTEE (continued)

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Administrative Office
CASPER PUBLIC SCHOOLS
Casper, Wyoming

Mr. Marshall Macy
Superintendent of Schools
NEWCASTLE PUBLIC SCHOOLS
Newcastle, Wyoming

Mr. Robert Eicher
Principal
Laboratory School
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Laramie, Wyoming

CONSULTANTS:

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Mr. Paul Schupbach
Director
GREAT PLAINS LIBRARY
University of Nebraska
Lincoln, Nebraska

Mr. Tracy Clement
Associate Director
GREAT PLAINS LIBRARY
University of Nebraska
Lincoln, Nebraska

* * * * *

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B. Resource Personnel

In addition to the contributions of the members of the Committee, the Project benefited from the guidance, leadership, and suggestions of the following persons:

1. Mr. Paul Schupbach, Director, Great Plains Library.
2. Mr. Tracy Clement, Associate Director, Great Plains Library.
3. Mr. Robert Suchy, Director of Instructional Services, Milwaukee Public Schools, who served as Coordinator for the Utilization Series.
4. Mr. Jack McBride, Director of Television, University of Nebraska
5. Dr. W. C. Meierhenry, Assistant Dean, Teachers' College, University of Nebraska.

Messrs. Bell, Clement and Schupbach served with Work Group Chairmen as a Planning Committee for the Project.

C. Meetings of the Committee

The Project Committee held two full meetings.

Two Work Groups -- one for elementary education, and one for secondary education -- were established, and each met once under a Work Group Chairman. This was a modification of the original proposal, which envisioned the formation of three Work Groups -- Elementary, Junior High School, and High School. This modification was made by decision of the Committee that secondary education personnel were usually responsible for both junior high school and senior high school education, and that the Secondary Work Groups could, and should, consider the needs of both levels.

The Planning Committee held one meeting

Schedule of the meetings held was as follows:

May 15-17, 1964 --------Cooperative Production Project Committee
Lincoln, Nebraska

November 7, 1964 -------Planning Committee Meeting
Lincoln, Nebraska

December 10, 1964 ------ETV Utilization Series Committee
Des Moines, Iowa

December 10 - 12, 1964--Elementary Work Group Meeting
Des Moines, Iowa

January 7 - 9, 1965-----Secondary Work Group Meeting
Kansas City, Missouri

March 18-20, 1965---------Cooperative Production Project Committee
Lincoln, Nebraska

June 17-18, 1965----------ETV Utilization Series Committee
Des Moines, Iowa

D. Activities Undertaken

1. Cooperative Production Project Committee Meeting, May 15-17:

At this first meeting of the Project Committee, the following activities were undertaken:

a. Identification of three of the major objectives of the study as:

(1) Exploration of the subject areas of particular educational levels to determine in order of priority common regional and sub-regional program needs where cooperatively-produced television materials can make a valuable contribution to learning in the Great Plains area.

(2) Assessment of attitudes toward the acceptance of cooperative-produced materials.

(3) Examination of new methods of utilization utilizing instructional television at the level assigned.

b. Discussion of these three objectives at three general sessions.

c. Establishment of an Elementary Work Group and a Secondary Work Group, following a decision that two Work Groups would be more effective than three. Selection of John Montgomery, Director, ETV, Des Moines Public Schools, Des Moines, Iowa, as Chairman of the Elementary Work Group, and Gordon Wesner, Supervisor of Secondary Curriculum, Kansas City Public Schools Kansas City, Missouri, as Chairman of the Secondary Work Group.

d. Identification of 21 areas of curricular need and commonality, giving them a general order or priority.

e. Establishment of the following criteria for the selection of material for cooperative production from these 21 areas:

(1) Realized need in the given curricular area.

(2) Commonality of need in the same curriculum area in varied schools.

(3) Unique contributions which could be made by various schools in a variety of geographic areas.

(4) Broad base of many potential contributors to the production.

(5) Broad base of users for the material (many small schools which might not contribute to the production, but which would be interested in using the material).

(6) Flexibility of the material so that it might be used in a variety of subject areas (i.e., social studies, science, political systems, human resources, etc.)

(7) Material not limited to standard subject categories, as currently defined.

(8) Well adapted to the television medium.

(9) Absence of this material in other forms.

(10) Possibilities of vertical use (preparation of programs for various grade levels from the same resource material).

(11) Improvement of teacher effectiveness.

(12) Not aimed at core courses in the curriculum, in which there is little room for flexibility.

f. Development of the questionnaire form for the survey of teachers' and administrators' attitudes and interests.

g. Existing Great Plains Library material was reviewed.

2. A survey of public school teachers and administrators was prepared by the Coordinator, and distributed through Committee members to selected teachers, supervisors, and administrators in each of the twelve states.

3. A list of educational television production facilities in the Great Plains area was drawn up by the Coordinator, based on the following criteria:

b. Two studio cameras capable of producing broadcast quality pictures (i.e., image orthicon cameras, or high-grade studio vidicon cameras, with adequate light level in the studio).

c. A quadruplex video-tape recorder.

d. Experienced instructional television producer-directors.

4. The Planning Committee, composed of John Montgomery, Elementary Work Group Chairman; Gordon Wesner, Secondary Work Group Chairman; Richard Bell, CPP Coordinator; Paul Schupbach, Director, Great Plains Library; Tracy Clement, Associate Director, Great Plains Library, and Jack McBride, originator of the Great Plains Library, met and planned the meetings of the Work Groups.

At this meeting, a proposal for a cooperatively-produced television series on Utilization of Instructional Television made by Robert Suchy, Director of Instructional Resources at Milwaukee Public Schools, was considered, and the decision was made to proceed with such production.

The feeling of the group was that, although actual production of a series was not called for in the original proposal, such production would be the most practical means of testing the feasibility of Cooperative Production.

To implement this proposal, the following steps were taken:

a. A Coordinating Committee, composed of Messrs. Montgomery, Wesner, Schupbach, Clement, Bell and Suchy was established and given the responsibilities of:

   (1) Agreeing on:
      (a) Number and length of programs.
      (b) General content of programs.
      (c) Selection of producers of each program.
      (d) Establishing criteria for technical and production quality.

   delete, to follow "Agreeing on..."

   (2) Approving scripts of each program.

   (3) Approving the taped programs when completed, and recommending the re-production of any program which did not satisfy the criteria.

b. Robert Suchy was asked to serve as Coordinator of the series, with responsibility for:

   (1) Coordinating the efforts of the producing agencies. and supervising the production of the series.

    (2) Developing the standard opening and closing of the programs.

    (3) Maintaining liaison with the producing agencies, working out contracts and other necessary details.

c. Agreement was reached that a printed teacher's guide should be produced to supplement the television series.

d. The Great Plains Library agreed to provide the tape for making the masters of the series.

5. Elementary Work Group Meeting-----------------December 10-12, 1964

At this meeting, the following steps were taken:

a. The ETV Utilization Project was approved.

b. The list of Educational Television Production Facilities in the Great Plains area was considered and added to.

c. The results of the Survey of Teachers and Administrators were reported by the Coordinator and discussed.

d. The proposed areas for cooperative production at the elementary school level were studied, and the criteria for selection were applied.

e. Agreement was reached on granting the highest priorities to three proposed series, namely:

    (1) Economics.
    (2) Great Plains Social Studies.
    (3) Guidance.

f. Sub-Committees for each of these proposed series were appointed, and they outlined each of the three series, listing possible resource persons for each series.

g. It was agreed that stations, schools and curriculum people should be contacted in regard to these series.

On the first day of the meeting, the ITV Utilization Series Coordinating Committee met and approved the production of ten 30-minute programs, each to be produced at a different station or institution. The topics and production centers were identified, and details of the production of these programs were worked out.

6. Secondary Work Group Meeting---------------January 7-9, 1965

At this meeting, the following steps were taken:

a. The ETV Utilization Series was approved.

b. The list of educational television Production Centers in the Great Plains area was considered and added to.

c. The results of the Survey of Teachers and Administrators were reported by the Coordinator and discussed.

d. The proposed areas for cooperative production at the secondary level were studied and the criteria for selections were applied.

e. Agreement was reached on granting the highest priorities to three proposed series, namely:

(1) Health.
(2) Contemporary American Issues.
(3) Study Skills.

f. Sub-Committees for each of these three series were appointed, and they drew up outlines of the series.

7. Cooperative Production Project Committee-----March 18-20, 1965

At this final meeting of the full Committee, the following steps were taken:

a. Agreement was reached that multi-level production would be eliminated from consideration by this Project, due to limitations of time.

b. Agreement was reached on the production of semi-complete television units as major resources for classroom teaching.

c. Agreement was reached to leave problems of distribution in the hands of the Great Plains staff.

d. The Sub-Committees which had worked on the series met again, putting their proposals into parallel form, following a format developed by the Coordinator.

e. Utilization and acceptance ideas were discussed.

f. The Project was evaluated, and conclusions and recommendations were agreed upon.

g. Next steps in the field of cooperative production were discussed.

h. Robert Suchy gave a Progress Report on the ETV Utilization Series.

(The Coordinating Committee for the ITV Utilization Series met at this time, and approved or modified the scripts for the series.)

i. The Coordinator was instructed to send to each of the 12 State Departments of Education:

(1) A Summary of the Survey of Teachers and Administrators.
(2) A listing of the six proposed series.
(3) A questionnaire asking for their suggestions for resources for these series.
(4) A list of participants in the Project.
(5) A notice of the Utilization Series.

The Coordinator distributed the questionnaire and related materials to the twelve State Departments of Education, compiled the returns, and wrote a brief report.

9. The ITV Utilization Series Coordinating Committee met in Des Moines on June 17-18, 1965, and viewed the ten programs, accepting seven, and referring three back to the producing agencies for re-production. | Have the latter 3 been re-made? R.D. 11/10/65

IV.

FINDINGS

A. ETV FACILITIES IN THE GREAT PLAINS AREA

1. Compilation of Facilities

In the Fall, 1965, the Coordinator of the Cooperative Production Project compiled a list of existing ETV production facilities in the Great Plains area which met the criteria for production centers set forth by the Project Committee. This listing is given on the following page.

2. Nature of Facilities

a. Twenty facilities capable of producing quality ETV programs were identified in the Great Plains area, as of Fall, 1964.

b. These facilities are located in ten of the twelve states -- Kansas and Wyoming have none.

c. Fourteen of these facilities are broadcast ETV operations; six are university ETV production centers. These six are located at the following institutions:

(1) University of Colorado, Boulder, Colorado.
(2) Denver University, Denver, Colorado.
(3) United States Air Force Academy, Colorado.
(4) University of Iowa, Iowa City, Iowa
(5) University of Minnesota, Minneapolis, Minnesota
(6) University of Missouri, Columbia, Missouri

d. Licensees of stations, or owners of production facilities break down as follows:

(1) Universities	10
(2) Public Schools	4
(3) University and Public Schools	1
(4) Community ETV Corporations	3
(5) State ETV Authority	1
(6) Vocational School	1

It is assumed that, within the next five years, the number of production centers capable of quality ETV production will increase significantly.

3. Adequacy of Facilities

It is apparent that even as of the date of this Report, there are sufficient ETV facilities in the Great Plains area to allow for cooperative production of educational television materials.

These facilities are well distributed throughout the area geographically, and the eventual activation of facilities in Kansas and Wyoming will fill in the few existing gaps.

EDUCATIONAL TELEVISION
PRODUCTION FACILITIES
GREAT PLAINS AREA

COLORADO------------------------KRMA, Denver
University of Colorado,
Boulder
Denver University, Denver
USAFA, Colorado Springs

IOWA----------------------------KDPS-TV, Des Moines
WOI, Ames
University of Iowa

KANSAS--------------------------None

MINNESOTA-----------------------KTCA-TV, Saint Paul
University of Minnesota,
Minneapolis

MISSOURI------------------------KETC, Saint Louis
KCSD, Kansas City
University of Missouri,
Columbia

NEBRASKA------------------------KUON, Lincoln

NORTH DAKOTA--------------------KFME, Fargo

NEW MEXICO----------------------KNME, Albuquerque

OKLAHOMA------------------------KETA-TV, Norman
KOKH-TV, Oklahoma City
Public School Broadcast
Center

SOUTH DAKOTA--------------------KUSD-TV, Vermillion

WISCONSIN-----------------------WHA-TV, Madison
WMVS-TV, Milwaukee

WYOMING-------------------------None

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B. REPORT ON SURVEY OF SELECTED PUBLIC SCHOOL TEACHERS, SUPERVISORS AND ADMINISTRATORS

1. The Survey reported on the following pages was conducted during the Summer and Fall of 1964, and yielded the information contained therein. Although the closing statement in the attached Report states that this is a preliminary Report, it can stand as a Final Report, as no later returns were received in any substantial numbers.

2. Supplemental Interpretation

   Further study of the statistics permits the following supplemental remarks:

   a. The fact that over 50% of the respondents were using ITV indicates a growth in the use of television for instructional purposes, as compared to earlier studies of such use. In light of this existing or proposed use of TV, cooperative production and/or distribution of ITV material becomes more feasible.

   b. In most instances in which curricular planning is taking place among school districts (24% of the respondents), it is because of the cooperative use of television. The common use of this medium, which in its broadcast application usually covers multiple school districts, is bringing about more cooperative curriculum planning.

   c. The existing curricular needs, as stated in this survey, served as a guide to the Committee, but did not provide a controlling factor in the selection of programs for cooperative production. The Committee felt that those areas identified most frequently are those which a school administrator would see as the core of the curriculum, and the Committee decided that cooperative production, at this stage in its development, would obtain more ready acceptance in curricular areas which are new, less rigidly structured, and not as directly at the heart of the school curriculum.

   d. It is encouraging in considering cooperative production to see that there are few stated barriers to acceptance of material produced outside the using school district. This open-mindedness and willingness to consider such material on the part of teachers and administrators was encouraging, and serves to indicate further the feasibility of cooperative production of ITV materials.

   e. The information on type of presentation preferred was inconclusive, due to lack of clarity and common understanding of the terms used.

REPORT ON SURVEY MADE BY GREAT PLAINS COOPERATIVE PRODUCTION PROJECT

I. INTRODUCTION

During the Summer and Fall of 1964, members of the Cooperative Production Project of the Great Plains Regional Instructional Television Library distributed a questionnaire to public school teachers, supervisors, and administrators to obtain information of value to the Project.

II. FINDINGS

The following is a summary of the returns:

Number of returns -- 354

1. Is television being used for instructional purposes in your schools, either currently, or in the near future?

    Yes-------------200------------57%
    No--------------154------------43%

2. Is your school district currently cooperating with any other districts in curriculum study and/or educational television programming?

    Yes------------- 85------------24%
    No--------------247------------76%

3. What are the curricular areas of need which might be met by cooperative production of ITV material for use in your schools? (Please list subject areas in order or priority.)

    Science----------177
    Social Studies---145
    Mathematics------116
    Foreign Language-107
    Communication
      Skills--------- 81
    Art-------------- 38
    Music------------ 24
    In-Service
      Training------- 12

Health-----------11
Literature------- 9
Driver Education------ 4
Adult Education-- 3
Vocational Guidance------- 2
Physical Education------- 2
Economics-------- 1
Conservation----- 1

4. What would be the prevailing attitude toward the use of educational material produced "outside" your schools?

Positive-----------268---------------76%
Negative----------- 14--------------- 4%
"It Depends"-------- 69---------------20%

5. Would this attitude toward acceptance be improved if your school were involved in the planning of these materials?

Yes---------------- 86---------------88% (This question was not
No----------------- 7--------------- 8% asked on all questionnaires.
"Depends"---------- 3--------------- 4% Number of responses was 96.)

6. What television format would work best for your use (direct teaching programs; open-ended programs for you to follow-up on in the classroom; motivational material, supplementary resources)? (Please list.)

Open-ended----------161
Supplemental--------126---------------75% (Many of these answers
Motivational--------120 were qualified, and had to be interpreted.)

Direct Teaching-----106---------------19.5%
"Depends"---------- 30--------------- 5.5%

III. SUMMARY

From a preliminary study of these data, the author feels justified in drawing the following conclusions:

---

1. The use of television was indicated by over half the respondents, with a marked regional correlation to the returns -- those who lived in areas served by ETV were making use of the television -- others were not.

2. There was little cooperative curriculum planning underway. Where it did exist, it was often being done because of cooperative use of television.

3. Responses to questions of curricular area tended to be those which a respondent would first think of as being basic areas of education -- science, social studies, mathematics, and foreign language. These basic needs tend to over-shadow the mention of areas of need which could be curricular areas in which there are fewer resources available.

4. There seems to be little resistance to outside-produced material. Generally, there would be an even more favorable attitude if the utilizing school had a say in the production of the material, but this did not seem to be essential.

5. In indicating their willingness to use this material, respondents often mentioned the following qualifications:

   a. Material must be of good quality.
   b. It must meet their local needs.
   c. There must be local control over whether the material is to be used.

6. Three-fourths of the responses indicated a greater interest in material which would be supplemental to the classroom situation, rather than direct teaching material.

This is a preliminary report of this study. Inclusion of later returns, and more thorough analysis of the total figures may modify the summary statement above, although it is not anticipated that there will be any substantial changes.

Respectfully submitted,

Richard H. Bell
Coordinator
Cooperative Production Project
Great Plains Library

RHB:mss

SUGGESTED COVERING LETTER FOR ATTACHED QUESTIONNAIRE

Date ________________, 1964

Dear______________________:

The Great Plains Regional Instructional Television Library is conducting a study to determine the feasibility of cooperative production of instructional television series for use in elementary and secondary schools throughout the Great Plains Area.

As a member of the Committee for this Cooperative Production Project, I would like to ask your help in determining the areas in which Cooperative Production might be most valuable. Of primary concern to us is the problem of determining the areas of curricular need which could best be met by such cooperatively produced educational material.

This is where you, as an educator, can be of great assistance to us. If you will fill out the enclosed questionnaire, and return it to me at ______ __________________________, at your earliest convenience, we will have a guide to the selection of likely curriculum areas for this study.

Thank you for your willingness to assist in this educational project to improve education in the Great Plains area.

Sincerely,

QUESTIONNAIRE

GREAT PLAINS COOPERATIVE PRODUCTION PROJECT
Great Plains Regional Instructional Television Library

RESPONDANT'S NAME: **POSITION:**

LOCATION: **CONCERNED WITH:**
Grade Level
Subject Area

(1) Is television being used for instructional purposes in your schools, either currently or in the near future?

(2) Is your school district currently cooperating with any other districts in curriculum study and/or instructional television programming?

(3) What are the curricular areas of need which might be met by the cooperative production of ITV material for use in your schools? Would you give them?

(4) Do you know of existing educational materials which would help meet this need?

(5) What would be the prevailing attitude toward the use of "outside" material in your schools?

(6) What television format would work best for your use (self-contained, direct teaching programs; open-ended programs for you to follow-up on in the classroom; motivational material, supplementary resources)?

(7) What unique educational resources (personnel or facilities) exist in your area?

****

RHB:mss

C. ITV UTILIZATION SERIES

1. Experiment in Cooperative Production

The proposal by Robert Suchy, made to the Planning Committee in November, 1964, that a television series on the Utilization of ITV in the school be undertaken, was accepted, and provided an opportunity for testing, during the life of this Project, the problems inherent in cooperative production.

The production of this series was undertaken, and was completed by August 1, 1965. The outline of the series is contained in the following pages, accompanied by evaluations of this undertaking by the Coordinator of the series, Robert Suchy, and by the Coordinator of the Project, Richard H. Bell.

2. Program Producers

Producing agencies for the programs were:

Number 1	TELEVISION - IMPLICATIONS FOR INSTRUCTION	University of Colorado
Number 2	TELEVISION - A POTENT MEDIUM	KUON, University of Nebraska
Number 3	TELEVISION - EFFECTIVE INSTRUCTION	University of Missouri
Number 4	TELEVISION - THE PROFESSIONAL TEAM	KRMA, Denver Public Schools
Number 5	TELEVISION - PREPARING THE TV LESSON	KTCA, Minneapolis-St. Paul
Number 6	TELEVISION - VIEWING CONDITIONS	WHA, University of Wisconsin
Number 7	TELEVISION - PREPARING THE STUDENTS	Milwaukee Public Schools
Number 8	TELEVISION - USING THE LESSON	KDPS, Des Moines Public Schools
Number 9	TELEVISION - FOLLOWING UP THE LESSON	KCSD, Kansas City Public Schools
Number 10	TELEVISION - A BROADER LOOK	WMVS, Milwaukee Vocational School

OUTLINE OF THE TELECAST SERIES ON THE UTILIZATION OF INSTRUCTIONAL TELEVISION (C-O-P-Y)

General Information

This telecast series will consist of ten half-hour telecasts. The purpose will be to orient teachers and administrators to the potential and effective use of instructional television. The telecast series will be designed to be used by school systems, teacher training institutions, colleges and universities. The lessons will be planned so that they can be used singly or in a series, enabling institutions using the telecasts to adapt them to their particular needs. Each lesson in the series will be produced by one of the cooperating institutions. The series will be made available through the Great Plains Regional Instructional Television Library.

Outline

LESSON I.

Title: Why Television for Instruction?

Thesis: There are a number of reasons why the medium of television has come onto the educational scene and is having an impact on the educational program at all levels.

Body:

A. Population explosion

B. Knowledge explosion

C. Increased demand for education

D. Growth of television for instruction to date

Conclusion: Television is one of the important instructional tools needed to meet the educational demands of the society.

LESSON II.

Title: What Can Television Do?

Thesis: Television as a medium of instruction can efficiently provide a number of instructional experiences for students.

Body: A. Advantages of the medium

1. Magnifying of objects
2. Focusing on selective parts of a phenomenon
3. Spanning time
4. Spanning distance
5. Synthesizing for audio-visual communication
6. Presenting the rare, the uncommon, the dangerous, the expensive (people, as well as things)
7. Immediacy -- timeliness -- tendency to be viewed as being alive

B. Disadvantages of the medium

1. Lack of color
2. Expense and necessity for reaching large audience to be practical
    - a. scheduling factors
    - b. providing for individual differences
3. Limits on interaction of the learner

C. Uses of television for instruction

1. Enrichment
2. Introducing new curriculum
3. Major resource to the classroom, releasing classroom teachers to provide for individual differences
4. In-service training for teachers

Conclusion: Television is an important means of communication with a number of distinct advantages which should be explored by educators to provide improved instruction.

LESSON III.

Title: Has Television Been Proved to be Effective?

Thesis: A tremendous amount of research has been done in the field of instructional television which leads to the conclusion that television can be effective for instruction.

Body:

A. Leading educators support the use of instructional television (quotes from the field)

B. Statistical research findings

C. Teacher attitudes

Conclusion: Television has proved to be effective where it has been used intelligently by educators

LESSON IV.

Title: What Goes Into a Good Instructional Television Lesson?

Thesis: The production of an instructional television lesson is a complicated undertaking requiring the teamwork ofmany people.

Body:

A. Planning the lesson -- developing an outline

B. Deciding upon the use of visuals and obtaining those needed

1. Art work

2. Slides

   3. Films
   4. Audio-recordings, etc.
C. Rehearsal of the program
D. Presentation of the program

Conclusion: To be effective, a great deal of thought and energy must be used in producing an instructional television lesson.

LESSON V

Title: What Technical Problems are Involved in Using Instructional Television?

Thesis: To be effective, educationally speaking, there are technical problems in the use of television which must be solved.

Body:

A. Tuning in a television receiver
B. Types of antenna systems for improving a television signal
C. Classroom conditions for viewing
   1. Distance from receiver
   2. Light level in room
   3. Glare on the screen
   4. Optimum sound
D. A look into the future for facilities
   1. The triangular room designed for instructional television
   2. The large viewing center
   3. The use of carrels

Conclusion: Students must be able to see and hear a television set adequately to gain anything from it educationally.

LESSON VI.

Title: How to Prepare Students to Use Instructional Television

Thesis: The preparation of students for the use of television inevitably leads to a discussion of "what is good teaching?" This telecast will present examples of classroom situations involving preparatory activities. The viewer's responsibility is to critique these examples and draw his own conclusions.

Body:

A. Certain elements are common in a motivating experience:

   1. Beginning with known, common experiences of the student

   2. Providing the knowledge and skills needed to cope with the new experience(vocabulary, note-taking, listening skills, etc.)

   3. Providing a direction which the student can follow as he progresses toward the new experience

B. Several actual examples of teacher preparing students

LESSON VII.

Title: What Happens When the Television Receiver is On?

Thesis: The classroom teacher performs several important functions while a class is viewing a television lesson.

Body:

A. A classroom teacher must understand the structural form of most television lessons so as to be able to analyze a particular telecast.

1. Tell them what you are going to tell them -- tell them what you told them.

2. Introduction
   Thesis
   Body
   Conclusion

B. A classroom teacher can observe the impact which television is making on individuals in her class, putting her in a better position to improve the scheduled learning situations for individual students.

Conclusion: A classroom teacher plays a somewhat unique and new role as she views a television lesson with a class.

LESSON VIII.

Title: How Can the Classroom Teacher Make it a Professional Instructional Team?

Thesis: The way a classroom teacher reacts to a television lesson greatly shapes its value as a learning experience.

Body: Examples of ways classroom teacher can react to the following which help or hinder learning by students.

A. Technical problems (program goes off the air, no sound, etc.)

B. Educational problems on the television lesson (misspelled words, poor grammar, inaccurate content)

C. Inclusion of material on the television lesson not in the guide.

D. Omission of material on the television lesson which is in the guide.

E. Presentation of a viewpoint by the studio teacher not acceptable to the classroom teacher.

Conclusion:	The classroom teacher must be professional and open-minded as a member of the television teaching team in order to assist students in gaining the most from a television experience.

LESSON IX.

Title: How to Help Students Follow-Up Instructional Television

Thesis: The techniques for good follow-up activities must lead to a discussion of "what is good teaching?" This telecast will present some examples of classroom activities. The viewer will critique and draw his own conclusions.

Body:

A. Certain elements are common in a follow-up experience.

   1. Evaluation of what the pupil has learned from the television lesson
   2. Drill and practice
   3. Remedial teaching
   4. Expansion for individual differences
   5. Culminating experiences

LESSON X.

Title: What Does Television Offer?

Thesis: Since television is rivaling the print medium in our society, educators must help students make effective use of this new device.

Body:

A. People are spending a great amount of time watching television.

B. Additional television stations and commercial stations are providing worthwhile programming.

C. **Teachers can do a great deal to raise the expectancy levels in students who are and will be watching television.**

Conclusion: **Any medium of communication will produce those things which the society demands.**

****

RHB:mss C-O-P-Y

EVALUATION
ITV UTILIZATION SERIES
COOPERATIVE PRODUCTION PROJECT
GREAT PLAINS REGIONAL INSTRUCTIONAL TELEVISION LIBRARY

On June 17, the Coordinating Committee of the ITV Utilization Series met and viewed the ten programs in the CHANNELS TO LEARNING series, which had been produced as an experiment in cooperative production.

At this time, some conclusions could be drawn by the Coordinator of the Cooperative Production Project as to the strengths and weaknesses of cooperative production. They are listed below:

A. Strengths

1. **There was considerable variety of production techniques and approaches, giving the series more variety of television style than would have been true had it been produced in one center.**

2. **A greater variety of resources, both physical and human, were incorporated in this series than would have been possible had it been singly produced. Experts in various parts of the Great Plains area participated, each adding his contributions, and films of classroom situations represented a variety of types of schools in different states.**

3. **Despite this greater variety, the series had a strong sense of continuity, developing the basic ideas without significant over-lapping, and without gaps in the original outline. This was possible because of the early reviewing of the scripts for each program by the Coordinating Committee and the Coordinator.**

4. **The Coordinating Committee functioned well, and reached consensus easily.**

5. **Costs per producing institution were relatively low, compared with the cost of producing the entire series at one institution. Costs of coordinating the production of the series were kept minimal by holding meetings of the Coordinating Committee at times when most of the members were together for other projects.**

6. **Involvement of ten institutions has led to an interest and involvement in the use of the series, creating a ready-made**

market in at least eight areas (two pairs of programs being produced in the same geographic area -- KRMA, Denver, and the University of Colorado, Boulder; and WMVS, Milwaukee, and Milwaukee Public Schools).

7. Demand for the series from areas not involved in the production is good, due to the selection of a topic which meets a definite need.

B. Weaknesses

1. There was no continuity of a single personality, but the nature of the series did not make this a factor of prime concern.

2. Although over-all coordination of the series was good, in three instances, the producing agency did not have a clear enough picture of what would be expected, and had to re-do portions of the presentation to fit the over-all quality and objectives more closely.

3. The problem of having portions of programs re-produced after they had been produced and viewed is one which creates a time delay in releasing the series. In future cooperative production, time should be allowed for re-doing of such programs which are found to be unacceptable by the Coordinating Committee.

4. Because each program was produced in a different institution, there were few cross-references to other programs in the series.

C. Conclusions

As a result of this experiment, the Coordinator feels that the following conclusions are justified:

1. Cooperative production of a series of this type if feasible, and results in a richer series than if it were produced in one location.

2. Improvement needs to be made in methods of coordinating such a project, reducing the amount of travel time needed by the Coordinator, and enabling the Coordinating Committee to make its judgements more directly felt.

3. The nature of the series to be cooperatively produced should be selected carefully, making certain that definite advantages will accrue from this type of production.

4. **The objectives of the series should be quite specifically spelled out, scripts should be exchanged among the producing agencies, the producers of each program should meet as a group at least once, in order that a higher degree of series integration can be achieved.**

Respectfully submitted,

Richard H. Bell
Coordinator
Cooperative Production Project

EVALUATION OF THE PROJECT, "CHANNELS TO LEARNING"

When this project was undertaken there were several concerns expressed. Some of the concerns resulted from the fact that representatives from the ten producing agencies could not meet together because of financial limitations. Because of this it was felt that problems might arise in the series such as:

1. A disturbing lack of continuity in production.
2. An incongruous use of vocabulary words such as ETV, ITV; television lesson, telelesson, telecast; major resource, supplementary, enrichment telecast, etc.

Another concern arose from the fact that the production of this series was on a very tight time schedule. It was felt that problems might arise such as:

1. Differences of opinion as to the nature of the content to be covered in the series because the ten agencies were not involved in the basic content planning of the series.
2. Serious problems in overlapping of content from one lesson to the next.
3. Difficulty in maintaining continuity of content throughout the series.

A procedure was developed by the advisory committee to minimize the problems which it felt were inherent in this kind of production. An outline of each lesson was prepared. The complete outline of all the lessons was sent to each producing agency. This enabled the producer to get an idea of the entire series as well as his own lesson. Each producer then submitted his own script or format which the committee reviewed carefully, listing its suggestions to the producer. Each producing agency was visited by the Executive Producer at which time the script was gone over thoroughly. In addition, these producers were in telephone communication with the Executive Producer to help them with problems which occurred. Upon completion of the series the ten programs were viewed by the advisory committee. At this screening the general consensus of the committee was that none of the above problems were evident in the series.

was!

These lessons were used as a pilot program in the summer of 1965, with a group of teachers in a workshop. The reactions of these teachers were highly positive. In particular, the teachers like the idea of viewing programs produced by a number of agencies. This method provided variety and gave the viewer the opportunity to see instructional television as it is actually produced in many parts of the country. The teachers viewing the series also felt that because of the relatively large number of different kinds of participants in the programs, the series had a greater impact on them than if it had been produced by only one agency.

Although this procedure seemed to work effectively for this series, the procedure may not be applicable for series dealing with different kinds of content. It was also felt that a meeting of all the producing agencies after they submitted the initial scripts could have resulted in an improved series because of the ability of the producing agency to obtain a more comprehensive understanding of the entire series.

It is believed that this type of cooperative production has great implications for educators as they attack common problems which are not unique to a single locality. This type of production, in one respect, gives the viewer a broader outlook, but at the same time gives him the feeling that this is down-to-earth and realistic because it involves many different kinds of people actively engaged in finding solutions to a problem.

Submitted by
Robert R. Suchy
Executive Producer

RRS/p
7/13/65

D. Survey of State Departments of Education

REPORT OF SURVEY OF STATE DEPARTMENTS OF EDUCATION IN GREAT PLAINS AREA

COOPERATIVE PRODUCTION PROJECT
GREAT PLAINS REGIONAL
INSTRUCTIONAL TELEVISION LIBRARY

I. INTRODUCTION

On April 20, 1965, the attached questionnaire was sent to the State Departments of Education of all twelve states in the Great Plains area.

This survey was undertaken as a result of a decision at the March 19-20 meeting of the Cooperative Production Project Committee.

Purposes of this mailing were:

A. To obtain a list of the persons and physical resources in each state which might contribute to the six proposed television series which the Cooperative Production Committee had outlined.

B. To acquaint the State Departments of Education with the work which was being done by the Cooperative Production Project of the Great Plains Library.

C. To remind State Department personnel of the individuals in their state who were cooperating in this Project.

At the same time, this mailing went to all members of the Committee, so that they could contact their State Departments and offer to discuss the Project with them.

II. RESULTS

By June 20, 1965, the nature and number of the returns from the twelve states were as follows:

A. Six states had not responded.

B. Three states had responded by sending in the names of a few persons in that state who had responsibilities in the area of educational television -- largely the names of those who were already on the Cooperative Production Committee.

C. Three states had filled out the questionnaire, and thus, had given the Committee valuable information on resource persons and facilities which could be used in the production of the proposed series.

Listing of Responses by States:

No Response	Misinterpreted Responses	Valid Responses
Iowa	Minnesota	Colorado
Kansas	North Dakota	Oklahoma
Missouri	Wyoming	Wisconsin
Nebraska		
New Mexico		
South Dakota		

III. CONCLUSIONS

A. Not much direct help was received from the State Departments of Education in the states concerned. Lack of understanding of the purpose of the questionnaire, or lack of interest, or lack of time to make valid responses, kept this survey from being of great value to the Project, except for the information gained from the three valid responses.

B. Nevertheless, contact with the State Departments of Education is considered to be of importance. Effectiveness of future efforts at cooperative production may be enhanced by keeping State Departments informed of this type of activity.

C. Four states had representatives from the State Department of Education on the Cooperative Production Project Committee, but there was no correlation between such representation, and the quality of the responses; only one state with such representation submitted a valid response.

D. It is not known in how many states the Committee members contacted their State Departments after the questionnaire was sent out, but it is assumed that more vigorous follow-up from Committee members could have procured more response and more valid response from the respondents.

Respectfully submitted,

Richard H. Bell
Coordinator
Cooperative Production Project
Great Plains Regional
Instructional Television Library

RHB:mss

LISTING OF STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION IN THE TWELVE-STATE GREAT PLAINS AREA

April, 1965

COLORADO:

Byron W. Hansford
Commissioner of Education
STATE DEPARTMENT OF EDUCATION
Denver, Colorado

IOWA:

Paul F. Johnston
Supt. of Public Instruction
STATE DEPT. OF PUBLIC INSTRUCTION
Des Moines, Iowa

KANSAS:

Adel F. Throckmorton
Supt. of Public Instruction
STATE DEPT. OF PUBLIC INSTRUCTION
Topeka, Kansas

MINNESOTA:

Erling O. Johnson
Commissioner of Education
STATE DEPT. OF EDUCATION
Saint Paul, Minnesota

MISSOURI:

Hubert Wheeler
Commissioner of Education
STATE DEPT. OF EDUCATION
Jefferson City, Missouri

NEBRASKA:

Floyd A. Miller
Commissioner of Education
STATE DEPT. OF EDUCATION
Lincoln, Nebraska

NEW MEXICO:

Leonard J. De Layo
Supt. of Public Instruction
STATE DEPT. OF EDUCATION
Santa Fe, New Mexico

NORTH DAKOTA:

M. F. Peterson
Supt. of Public Instruction
STATE DEPT. OF PUBLIC INSTRUCTION
Bismarck, North Dakota

OKLAHOMA:

Oliver Hodge
Supt. of Public Instruction
STATE DEPT. OF EDUCATION
Oklahoma City, Oklahoma

SOUTH DAKOTA:

M. F. Coddington
Supt. of Public Instruction
STATE DEPT. OF PUBLIC INSTRUCTION
Pierre, South Dakota

WISCONSIN:

Angus B. Rothwell
Supt. of Public Instruction
STATE DEPT. OF PUBLIC INSTRUCTION
Madison, Wisconsin

WYOMING:

Cecil M. Shaw
Supt. of Public Instruction
STATE DEPT. OF EDUCATION
Cheyenne, Wyoming

* * * * * *

GREAT PLAINS REGIONAL
INSTRUCTIONAL TELEVISION LIBRARY
University of Nebraska
Lincoln, Nebraska

Dear Mr.

Recently, several representatives of education in your state have been cooperating in the Cooperative Production Project of the Great Plains Regional Instructional Television Library.

As we approach the conclusion of this project, the Committee has selected and outlined six series of instructional television presentations which they feel would be of value to education in the twelve states of the Great Plains Library. In order to acquaint you with the nature of our findings, and to coordinate our next steps with the appropriate persons within your state, I am enclosing:

1. A listing of the six proposed series of instructional television programs which we would like to see produced.

2. A simple questionnaire in which you (or, someone you might designate) could provide us with the names of educators from your state who could make a contribution to the planning of such a series, and any unique resources existing in your state which would be appropriate for use in such a series.

3. A list of the members of our current Committee, so that representatives from your state might contact you or you might contact them to discuss this project.

4. A summary of a brief survey regarding acceptance of cooperatively-produced educational video-tapes which might be of interest to you.

If you could help us by providing the names of appropriate educators and appropriate physical resources, we would be most grateful. The representatives on our Committee from your state will be contacting you to offer their services in conjunction with this project.

Thank you for your attention to this request, and for cooperation in this project, both in the past and in the future.

Sincerely,

Richard H. Bell
Coordinator
Cooperative Production Project

RHB:mss
enclosures

PS:
You will soon be receiving word of our first cooperatively-produced series, CHANNELS TO LEARNING, a series of ten half-hour programs designed to help teachers make better use of television as an aid to education.

RHB

TELEVISION SERIES PROPOSED BY
COOPERATIVE PRODUCTION PROJECT COMMITTEE
Great Plains Regional Instructional Television Library

TITLE:	SUBJECT AREA:	LEVEL OF INSTRUCTION:	LENGTH OF PROGRAMS:	NUMBER OF PROGRAMS:
"Living in the Great Plains"	The Humanities: Social Learnings	Upper Elementary	20 min.	15-18
"Living and Working in the United States: a Discussion of Economics by Young Americans"	Economics, with implications for Language Arts	Grades 4,5,6	20 min.	12
"Living Together"	Human Relationships	Grades 3,4,5	15 min.	9
"Health and You"	Health and Physical Education	Grades 7,8,9	25-28 min.	32
"Exploring the Human Frontiers"	Social Sciences	Grades 12,13, 14	29 min.	15
"Reaching Your Learning Potential"	Work Study Skills	Grades 7-9	15-20 min.	30

STATE DEPARTMENT OF EDUCATION QUESTIONNAIRE

Please indicate in the first three columns the name, title, and address of any individuals in your state who could make a contribution to the planning and preparing of the instructional television series described on the previous page. In the final column, list any resources (economic, natural, social) which exist in your state which would be of value in such a series. (Use back of sheet, if needed.)

PROGRAM:	PERSON:	TITLE:	ADDRESS:	RESOURCES:
"Health and You"				
"Exploring the Human Frontiers"				
"Reaching Your Learning Potential"				
"Living Together"				
"Economics by Young Americans"				
"Living in the Great Plains"				

RETURN TO: Dr. Richard H. Bell, Director
Radio and Television
THE UNIVERSITY OF COLORADO
Boulder, Colorado 80304

E. PROPOSED SERIES FOR COOPERATIVE PRODUCTION

A major outcome of the Cooperative Production Project was the outlining of three proposed series of presentations well suited to cooperative production, which would fill areas of need in schools in the Great Plains Area. Three elementary series and three secondary series were outlined.

It is the belief of the Project Committee that these are but six of many areas of need identified, but that these six have high priority in terms of the criteria which were applied.

1. Conclusions

The following conclusions regarding these six series were agreed upon:

a. Teachers' study guides should be prepared to accompany any series produced.

b. The series on Guidance, Health, and Study Skills were seen as being related, and consideration should be given to producing them in relationship to one another.

c. Although there is a need for a series on Study Skills, suggested learning skills should be included in all series.

d. Since these series are aimed at less formally structured curricular areas, there should be minimal resistance to their acceptance.

e. The schools which will be paying to use these series should be involved in the determination of the nature of the programs.

f. Persons from different districts with proficiencies in the specific areas under consideration should be brought into the planning of each series.

(ADDITIONAL SUGGESTIONS IN REGARD TO SPECIFIC SERIES CAN BE FOUND IN THE MINUTES OF THE WORK GROUP MEETINGS.)

2. Implementation

It was agreed that the following steps should be taken to implement the production of these series:

a. Steps should be taken to proceed with all six proposed series, as all are of importance in education today.

b. Individuals who expressed interest in specific series should explore the possibilities of these series being produced at their institutions. These possible production centers were:

Elementary Economics-----------Mervel Lunn, KOKH-TV
Oklahoma City Public Schools

Elementary Guidance------------John Montgomery, KDPS-TV
Des Moines Public Schools

Secondary Health---------------Gordon Wesner, KCSD
Kansas City Public Schools

Elem. Great Plains-------------Edythe Goldman
Denver Public Schools

(After consideration, the Denver Public Schools did not forsee that they would be in a position to produce such a series.)

c. Cooperative Planning might be undertaken on the Study Skills Series. It could be cooperatively planned on a K-12 basis, with production being done by a single station.

d. Colleges, universities, schools and ETV stations should be circularized to identify their resources which could contribute to these series.

e. The Operations Committee of the Library should provide contact with resources in the area.

f. A letter should be sent by the Coordinator to Chief State School Officers in the Great Plains, requesting suggestions on personnel and resources for these series.

Other general conclusions and recommendations in regard to these series are listed in the Conclusions and Recommendations Chapter of this Report.

PROPOSED ELEMENTARY SERIES NUMBER ONE - "LIVING IN THE GREAT PLAINS"

Great Plains Cooperative Production Project

I. BASIC IDEA

A. Series Title: LIVING IN THE GREAT PLAINS

B. Subject Area: The Humanities: Social Learnings

1. History
2. Geography
3. Anthropology
4. Economics
5. Sociology
6. Government
7. Topography
8. Geology

C. Level of Instruction: Upper elementary, 9-13 years.

D. Length of Programs: 20 minutes.

E. Number of Programs: 15-18.

II. EDUCATIONAL OBJECTIVES OF THE SERIES

A. Basically, this series will be in the form of enrichment.

B. The teacher is to use her efforts to effect changes in the behavior of children:

1. Intellectually

    a. By building relationships

        1.) Through analysis (comparison/contrast...)
        2.) Through the development of judgement.
        3.) Through the use of logic and logical organization.

2. Personality

    a. By using fresh approaches to the uses of content... updated information, statistics.

    b. By building skills, e.g., in the use of resources and resource materials.

    c. By developing attitudes:

        1.) In fostering a better self-image.
        2.) In creating acceptable behavior toward others.

ELEMENTARY SERIES ONE (continued)

III. NATURE OF PUPILS FOR WHOM SERIES IS INTENDED

A. All children

1. Acquisitiveness is a common characteristic of this age group...they are veritable storehouses of information-facts, statistics...this is the period of collecting.

2. Inquisitiveness is equally common.

    a. The period of "Why?"; "Show me!".

IV. RATIONALE OF THE SERIES

A. The unique factors of life in the Great Plains area are of such nature that they may be amplified for enrichment in the lives of students.

B. Such a series offers peculiar content and organization possibilities for the classroom teacher.

C. Living in the Great Plains offers an opportunity to teach interdependence in both general and specific ways...economically, socially, intellectually and physically.

V. FORMAT OF SERIES

A. Organizational pattern

1. Narrator is to hold series on a continuing thread, but need not be the same person.

2. Variety necessary due to range of content.

B. Utilization of resource people to present specific information, e.g.,

1. Geologist
2. City planner
3. Artists
4. Conservation expert

C. Variations

1. Lectures
2. Interviews
3. Demonstrations

      a. Languages of the Great Plains
      b. Clothing and shelter differences

   4. Dramatizations
   5. Animated illustrations
   6. Overlays

VI. CONTENT OF THE SERIES (SCOPE AND SEQUENCE)

A. As stated in major concepts:

1. Change is inherent in all of living.

2. Cultural heritage learnings are necessary for understanding the present and anticipating the future.

3. Man's needs are not met in isolation.

4. Man's intelligent relationship to nature is basic to his progress.

B. As stated in areas that will develop concepts:

1. Description and utilization of natural resources.

2. Historical...pioneers, trails, movements, trailblazers.

3. Anthropology...Indian cultures.

4. Economic resources...production, consumption, distribution, farms, mines, services.

5. Geographis...places, physical aspects.

6. Sociological...cities, transportation, populations, problems, dialects.

7. Technological...tools, power, innovations, highways.

8. Educational....schools ("little red", ranch, higher education), medicine, research centres.

9. Government and Service Centres.

10. Cultural...music, art, literature, leisure.

11. Spiritual, moral, ethical.

C. As stated in a possible sequence:

1. Lesson 1 - Overview

a. Today's panorama

1.) Cities
2.) Farmlands
3.) Mines
4.) Rivers, lakes
5.) Mountains
6.) Transportation
7.) Beauty

b. Plains of long ago

1.) Traces of cultures before 1700.
2.) Illustrations of early Indian life.

c. Questions to consider

1.) Why did the plains change?
2.) How did the changes occur?
3.) What changes might you predict between now and when you are grown up? What makes you make these predictions?

2. Lessons 2 - 18 suggested

a. # 2 - Concept: Change Area: Anthropology
Topic: Indian Culture

Without the help that we have today how did the Indians live on the Great Plains? Homes? Food? Clothing? Leaders?

b. # 3 - Concept: Relationships with nature. Areas: History and geography. Topic: Land and natural controls of people

Why did many people who moved westward pass over the Great Plains without seeking homes?

The meaning of plains.
Boundaries of Great Plains
Transparencies showing changes during westward movement.

What factors caused the Plains to develop as they did?

Land, people, climate, water, topography.

c. #4 - Concept: Cultural heritage; change. Areas: Sociology, Economics. Topic: How have people made changes in the Plains?

Travel overview of areas showing cities, busy highways, industry.

d. # 5 - # 18

Continued development of areas as suggested in VI-B.

VII. POSSIBLE RESOURCES (PHYSICAL AND PERSONAL) FOR THE SERIES

A. Planners

1. Curriculum Committee

2. Resource people

   a. Dr. Robert Manley, University of Nebraska
   b. Dr. John Hafener, State University of Iowa
   c. Dr. T. A. Larson, University of Wyoming
   d. Clarice Whittenberg, University of Wyoming

3. State Departments

4. Historical Societies

5. Authors

B. Presenters

1. Cooperatively selected by production centres, but suggested by the planners' Committee.

C. Equipment (?)

D. Materials

1. Art collections

2. Models

3. Mock-ups
4. Artifacts, realia, pictures
5. Film clips

VIII. PRODUCTION OF THE SERIES

A. Location of Production Centres (?)

B. Other Contributing Stations (?)

C. Financing possibilities

1. Local schools and production centres.
2. State Departments.
3. Mayo Foundation.
4. John Hay Whitney Foundation.
5. Ford Foundation.
6. NDEA
7. Corporations.
    a. Homestake Mining, Lead, South Dakota.
    b. 3M, Minnesota
    c. Sears, Roebuck

IX. LEARNING AIDS TO ACCOMPANY SERIES

A. List of sources for teachers and students to secure a library of free resource materials.

1. State Departments...Park, Fish, Game.
2. Historical Societies.
3. Industries.

- **B. A Teaching Guide**
  - **1. Introductory Materials.**
  - **2. Description of each lesson.**

X. UTILIZATION IDEAS

- **A. Enrichment by selection of any single lesson.**
- **B. Unified studies using the series.**
- **C. Teacher growth (content).**

* * * * *

PROPOSED ELEMENTARY SERIES NUMBER TWO - "LIVING AND WORKING IN THE UNITED STATES: A DISCUSSION OF ECONOMICS BY YOUNG AMERICANS"

Great Plains Cooperative Production Project

I. BASIC IDEA

A. Series Title: LIVING AND WORKING IN THE UNITED STATES: A DISCUSSION OF ECONOMICS BY YOUNG AMERICANS.

B. Subject Area: Economics, with implications for the language Arts areas of the curriculum.

C. Level of Instruction: Upper elementary, grades 4, 5 or 6.

D. Length of Programs: 20 minutes.

E. Number of Programs: 12 weekly programs.

II. EDUCATIONAL OBJECTIVES OF THE SERIES

The series, by encouraging pupils to discuss certain common experiences related to family and community living, would lead them to discover the basic elementary economic principles of our nation's free enterprise system.

III. NATURE OF PUPILS FOR WHOM SERIES IS INTENDED

Boys and girls of approximately 9, 10 or 11 years of age, regardless of socio-economic status, who live in a free enterprise economic system.

IV. RATIONALE OF THE SERIES

The series deals with Economics, an important neglected area of learning for effective participation in the adult world. The oral and written facet of Language Arts has been neglected because a content desert for stimulating discussion exists among teachers and the textboaks in the field. Economics provides good problem-centered skills, improved reading research activities, and improved training in judgmental thinking.

V. FORMAT OF SERIES

The series would be especially designed to stimulate discussion concerning simple activities of everyday living, leading to the discovery and demonstration of basic economic principles. The television presentation should be such as would lead into discussion, reading and writing activities on the part of the pupils.

VI. CONTENT OF THE SERIES

A. Human wants are unlimited.

Human wants are satisfied through the production of goods and services.

Goods and services are produced from natural resources which are limited.

Unlimited wants and limited resources dictate that choices must be made.

B. People work to produce goods and services.

In a primitive society, conceivably each person could produce the goods and services he himself required or wanted. Unequal distribution of human skills and natural resources leads to specialization and gives rise to occupations.

C. If persons specialize in certain goods and services, an exchange system develops to effect a distribution of the goods and services required or wanted by each person. Barter being an ineffective method of exchange, money develops as a universal mechanism of exchange.

D. As persons produce more goods and services than they need, the surplus is exchanged for money which is used to exchange for goods and services produced by others, but the prudent person saves some of the money to obtain goods and services at a future date. Banking systems are depositories of savings and extenders of credit, whereby persons may obtain needed goods and services immediately, paying for them later.

E. Ownership of goods involves risks.

Goods and property may be destroyed by fire, natural calamities, etc. Persons cooperate to help replace such loss of goods through shared risks or insurance.

F. Businesses are run to produce goods or services. Individuals run a business to make a profit. Choices as to goods and services to be produced are determined by the choices made by consumers.

G. Interdependence: the services of transportation.

H. Interdependence: the services of communication.

I. Interdependence: the services of trade, both domestic and foreign.

J. Governments are instituted with the consent of the governed to establish law and order, and to establish certain controls to prevent abuses of a strictly free enterprise system. Governments are supported by taxation. (Could every person afford his own police force?)

K. Comparative Economic Systems:

Free enterprise system as opposed to a system with government ownership of the resources and means of production.

(NOTE: this comes out as only 11 programs, but somewhere in here must be too much material for one program, making it necessary to split it into 2 programs.)

VII. POSSIBLE RESOURCES (PHYSICAL AND PERSONAL) FOR THE SERIES

A. Planners

1. Dr. Koppel Friedman
   Minneapolis Public Schools
   Minneapolis, Minnesota

2. Oklahoma City, Oklahoma, Public Schools:
   Dr. Gene Shepherd
   Dr. Mervel Lunn
   Miss Donna Schumacher
   Mrs. Allene Mize

3. Herbert E. Hartshorn
   Edina-Morningside Public Schools
   Edina, Minnesota

4. Miss Delore Gammon
   Director of Elementary Curriculum
   Wichita Public Schools
   Wichita, Kansas

B. Presenter

(?)

C. Equipment and Materials

1. Visuals as needed.

2. Film footage on location as needed for Transportation, Communication, Trade, Coinage, Banking, etc.

VIII. PRODUCTION OF THE SERIES

A. Production Center: Oklahoma City Public Schools

B. Other Contributing Stations:

Chicago (livestock marketing)
Denver (mint)
Minneapolis (transportation -- rail, Great Lakes, etc.)
Des Moines (insurance)
Kansas City (banking)

C. Financing: Joint Council on Economic Education.

IX. LEARNING AIDS TO ACCOMPANY SERIES

A. Teachers' Guide or Handbook

1. Overview of series with purposes and objectives.

2. Scope and sequence.

3. Lesson outline.

a.) Concepts to be developed.
b.) Background information for the teacher.
c.) Questions for further discussion of topic.
d.) Suggested activities for follow-up of telecast, such as: discussions, debates, interviews; reports, both oral and written developing skills of locating, outlining and organizing of material; writing articles; field trips to business and industry; individual and group projects in banking, budgeting and spending.

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e.) Resources: Places to visit. Resource persons.

f.) Lists of related films, filmstrips, and pictures.

g.) Bibliography: books and references to teachers; books and references for pupils.

X. UTILIZATION IDEAS

A. View telecast weekly.

B. Have daily lesson or at least three lessons per week.

C. Initiate projects, such as:

Savings Clubs
School Stores
Bicycle Insurance Company

D. Consider Economics, not as a new subject, but as a new and vital topic as content for developing Language Arts skills.

PROPOSED ELEMENTARY SERIES NUMBER THREE - "LIVING TOGETHER"

Great Plains Cooperative Production Project

I. BASIC IDEA

A. Series Title: LIVING TOGETHER

B. Subject Area: Human Relationships

C. Level of Instruction: Middle elementary (grades 3-4-5).

D. Length of Programs: 15 minutes

E. Number of Programs: 9

II. EDUCATIONAL OBJECTIVES OF THE SERIES

A. Provide a better opportunity for the child to understand himself in relationship with others.

B. Provide a better opportunity for the child to understand people's relationship to him.

C. To help a child better understand that a successful relationship with others necessitates certain responsibilities.

D. Motivate the child to seek the best possible relationship.

III. NATURE OF PUPILS FOR WHOM SERIES IS INTENDED

"All children".

IV. RATIONALE OF THE SERIES

Children today live in a highly mobile, very complex society. Because of the great need to help children gain proper attitudes, values and understandings for a better life in this society, this series should give a child a more complete understanding of his role and his responsibility in living in this society. The feelings that he has and why others feel about him the way they do should be understood. Man's technological advances are of limited value unless human relationships are successful.

ELEMENTARY SERIES NUMBER THREE (continued)

V. FORMAT OF THE SERIES

A. The Committee had no desire to structure the format in such a manner as to limit the producer, but it was felt the following techniques are procedures would enhance the utilization of the series:

1. Open-endedness.
2. Discovery.
3. Dramatization.

Although the lessons should be designed to be used in a series, each lesson could be used singly.

VI. CONTENT OF THE SERIES

Lesson 1:

"THE PARENT-CHILD RELATIONSHIP"

A. The parents provide material needs and educational opportunities.	A. The child receives an awareness of the parents' contribution.
B. The parent controls the child's behavior, and the child's location.	B. The child responds by developing standards, for self-discipline.

Lesson 2:

"THE CLASSMATES-CLASSMATE RELATIONSHIP"

A. The classmates have the right to share learning resources.	A. The classmate has the right to share learning resources.
B. The classmates are responsible for contributing to the learning atmosphere, having material supplies, getting enough rest and respecting other's property.	B. The classmate is responsible for contributing to the learning atmosphere, having material supplies, getting enough rest and respecting other's property.

Lesson 3:

"THE TEACHER-STUDENT RELATIONSHIP"

A. The teacher directs the total learning situation.	**A. The student participates and follows the directions of the learning situation.**

Lesson 4:

"THE OLDER SIBLING-YOUNGER SIBLING RELATIONSHIP"

A. The older sibling has the right of property, privacy and additional privileges with age.	**A. The younger sibling has the right of property and privacy, and the responsibility of understanding the addition privileges.**

Lesson 5:

"THE YOUNGER SIBLING-OLDER SIBLING RELATIONSHIP"

A. The younger sibling has the right of freedom from abuse.	**A. The older sibling has the responsibility of tolerating less mature behavior.**

Lesson 6:

"RELATED ADULT-YOUNGER RELATIVE RELATIONSHIP"

A. The related adult will have different standards, and therefore, will have the right of respect and understanding of these standards.	**A. The younger relative has the responsibility to respect and understand the standards of older relatives.**
B. The related adult has the responsibility of condoning less mature behavior.	**B. The younger relative has the right of respect and understanding from the related adult.**

Lesson 7:

"SALES PERSONNEL-CUSTOMER RELATIONSHIP"

A. Sales personnel have property rights and the right to expect honesty.	**A. The customer has the responsibility of respecting property and being honest.**
B. The sales personnel have the responsibility of being honest.	**B. The customer has the right of being treated honestly.**

Lesson 8:

"THE NEIGHBORS-NEIGHBOR RELATIONSHIP"

A. Neighbors have property and privacy rights.	**A. The neighbor has the responsibility of respecting privacy and property.**
B. The neighbors have the right of belongingness.	**B. The neighbor has the responsibility of acceptance of belongingness.**

Lesson 9:

"ADULT STRANGER-CHILD RELATIONSHIP"

A. The adult stranger has a right to courtesy and a responsibility to respect the rules of the community.	**A. The child has a right to personal safety and a responsibility for limited courtesy and the involvement of an adult in time of need.**

VII. POSSIBLE RESOURCES FOR THE SERIES

A. Planners: **Dr. Glenn Hawkes**
Dr. Howard Blanchard
Dr. Warren Brown
Janet Say

B. Presenters

C. Equipment **Discretion of producing agency.**

D. Materials

ELEMENTARY SERIES THREE (continued)

VIII. PRODUCTION OF THE SERIES

A. Location of producing centre.

B. Other contributing stations.

C. Financing

Left to the discretion of the producing agency and Great Plains Television Library.

IX. LEARNING AIDS TO ACCOMPANY SERIES

A. Manual (pre-planning and follow-up).

B. Other related materials.

C. Audio-visual aids.

D. Vocabulary.

E. Bibliography.

X. UTILIZATION IDEAS

A. Discretion of planners and script writers.

B. Implemented in Manual.

PROPOSED SECONDARY SERIES NUMBER ONE - "HEALTH AND YOU"

Great Plains Cooperative Production Project

I. BASIC IDEA

A. Series Title: HEALTH AND YOU

B. Subject Area: Health and Physical Education

C. Level of Instruction: 7-12 (especially 7, 8 and 9)

D. Length of Programs: 25 to 28 minutes

E. Number of Programs: 32 lessons to be used either one or two semesters, at the discretion of the School District.

II. EDUCATIONAL OBJECTIVES OF THE SERIES

A. To provide each student with basic health facts and concepts.

B. To provide each student with knowledge of the structure and function of basic human physiology.

C. To provide each student with an insight into important social and psychological concepts, principles, for application in matters of health.

D. To provide an information background which will enable the teacher to move from basic knowledge and facts to the formulation of broad generalizations in the area of health.

III. NATURE OF PUPILS FOR WHOM SERIES IS INTENDED

All boys and girls beginning in grade 7, whether in elementary or junior high; to be used in high school as a part of general education, appropriate to the recognized needs of the school community.

IV. RATIONALE OF THE SERIES

The proposed series emphasizes the structure and function of basic human physiology in the first four topics. Topics five through eight focus upon important social and psychological concepts, principles and applications in matters of health. The series is designed to move from basic knowledge and facts to the formulation of broad generalizations. It is related to the individual student as he or she adjusts to life in his school and community physio-social-psychological situations.

V. FORMAT OF THE SERIES

Informal, open-ended lecture-demonstration, keyed to classroom follow-up.

VI. CONTENT OF SERIES (SCOPE AND SEQUENCE)

A. Human Growth and Development

Infancy, childhood, adolescence, young adulthood; adulthood and old age.
  Characteristics of the various stages of growth and development.
Learning to expect change and to accept change in one's self.

B. Understanding Self and Others

Personality development and change in the life cycle.
Heredity and environmental factors make us what we are:
  Hair, skin, finger nails, teeth.

C. Accepting and Understanding Body Systems

Your diet and digestive system:
  Elimination of waste.
Your glandular system in relation to autonomic nervous system:
  Your emotions: fear, love, anger, jealousy.

D. Human Reproduction

Male and female reproductive systems:
  Menstrual cycle, masturbation and nocturnal emissions.

E. Accepting the Concept and Responsibility of Sex Roles

Roles, expectations and aspirations:
  Acceptable and appropriate behavioral standards.

F. Sickness and Health -- Fact and Fiction

Diseases: causes, prevention and cures:
  Viruses; dietary diseases.
  Venereal disease.
  Tobacco and alcohol, andother harmful practices (drug derivatives).
  Psychosomatic illness.
  Self-medication; professional quackery.
  Vital statistics -- sex differences.

G. Conflict, Frustration and Mental Health

Examples of conflict, frustration and mental health states in individuals.
Ways of making adjustments.
Cultural traits and stereotyped emotional behavior:
  Behavioral standards.

H. Public Health and You

Water purification.
Garbage collection and disposal.
Water and air pollution.
Rodent and pest control.

VII. POSSIBLE RESOURCES (PHYSICAL AND PERSONAL) FOR THE SERIES

Materials from Organizations

- Health Boards (local, state, national).
- Mental Health Clinics and Foundations; also Associations.
- World Health Organization (United Nations).
- American Dairy Association.
- Metropolitan Life Insurance Company
  (Publications on characteristics of growth for age levels and vital statistics for men and women.)
- Research Centres: Rochester Climic; Meninger Clinic.

Local, state and national medical associations.

Consulting psychologists and guidance personnel.

Personnel

- Local doctors, nurses, dietitians and civic officials.
- State and regional personnel active in physical, mental and public health.
- Consulting psychologists and guidance personnel.

Films, Filmstrips, Slides, Charts, Posters, Graphs

Available in diverse forms, dealing with a variety of content -- from organizations.
  Examples: height, weight, disease, Mendel's Law, longevity, "outdoor privies", scientific controls.
Some examples of films:
  THE INNOCENT PARTY (Kansas)
  SOMATIC CONSEQUENCES OF EMOTIONAL ILLNESS (Based upon research by Spitz; easily within the understanding of junior high school students.)

Standard Resources

Local and school libraries:
Textbooks in biology, physiology, health, governmental activity in public health.
Reader's Guide to Periodical Literature
Encyclopedias
Selected non-fiction (from sociology and anthropology, in particular)
Examples: COMING OF AGE IN SAMOA, Mead
THE HOPE (from a book of readings entitled THE ADOLESCENT, by Jerome Seidman)
Selected fiction
Example: MOTHER, by Kathleen Norris
Newspapers (local)
Magazines (LIFE, TIME, etc.)

VIII. PRODUCTION OF THE SERIES

A. Location of Production Centre: We may want one or more production centers depending on current experience with Utilization series.

B. Other Contributing Stations: particularly highly skilled and/or qualified personnel.

C. Financing: Government agencies, and see VII, paragraph one.

IX. LEARNING AIDS TO ACCOMPANY SERIES

Teacher's guide with a multi-text approach, bibliography and list of organizations providing free classroom aids in the subject matter.

X. UTILIZATION IDEAS

A direct, but part-teaching, program.

Thirty-two lessons to be used either one or two semesters, at the discretion of a school district.

To be used as a health course, or as general education.

As general education, use with grades 7-12; as a course, use with grades 7-9, at the grade level desired.

SECONDARY SERIES NUMBER ONE (continued)

Recommended for early showing to avoid children having too little information about their own growth and development too late.

Will need extensive follow-up by classroom teacher, if used as a course rather than as general education.

Study guides will need to be furnished for classroom teacher's use.

PROPOSED SECONDARY SERIES NUMBER TWO - "EXPLORING THE HUMAN FRONTIERS"
Great Plains Cooperative Production Project

I. BASIC IDEA

A. Series Title: EXPLORING THE HUMAN FRONTIERS

B. Subject Area: Social Sciences

C. Level of Instruction: Grades 12-13-14; individual programs or clips may be suitable in lower levels.

D. Length of Programs: 29 minutes

E. Number of Programs: 15 programs to be used in one semester, as a unit, or throughout an entire school term.

II. EDUCATIONAL OBJECTIVES OF THE SERIES

To develop a basic knowledge of mankind in relation to contemporary issues and problems. To develop an understanding of the attitudes and appreciations which relate to contemporary issues and problems. To focus on man's skills and behavior which affect his ability to solve these issues and problems.

III. NATURE OF PUPILS FOR WHOM SERIES IS INTENDED

The focus of the series is upon general education in relation to citizenship in the modern world. The series should be designed to provide a broad approach appropriate for all learning abilities.

IV. RATIONALE OF THE SERIES

This series is conceived as telecasts which capitalize on existing student interest to motivate the study of certain events leading up to the most exciting contemporary issues of today. The purpose is to focus on current social and cultural issues.

It will help teachers to introduce problems into the classroom that they would normally hesitate to use. It would provide instructional resources for high schools and colleges not presently provided in as vivid a manner by any other media.

V. FORMAT OF SERIES

The approach to the situation will be documentary. It will start with the problem as it is today. The historical background will be traced from its beginning. Various solutions will be introduced. The telecast will end with an open-ended manner that will motivate the receiving teacher and class to do extensive further study and debate.

VI. CONTENT OF THE SERIES (SCOPE AND SEQUENCE)

A. Living in a World of Change

1. Values and value systems.
2. "Man as a culture building animal".
3. Concepts of freedom.
4. Man as a creature - developing a philosophy of life.

B. Man and His Physical Environment

1. Space.
2. Sea.
3. Pollution.

C. Man and Work

1. Science and technology.
2. Leisure.
3. Continuing education.
4. The arts.
5. Geriatrics.

D. Man and His Government

1. Political institutions.
2. "The Great Society"
3. Economic systems.
4. Education and society.

E. Man and His Fellow Man

1. Human relations.

2. Where he lives.

3. Population impact.

4. World civilization.

F. The Future of Man

VII. POSSIBLE RESOURCES (PHYSICAL AND PERSONAL) FOR THE SERIES

A. Planners

Television Information Office of the National Association of Broadcasters.
Council for Study of Mankind, University of Chicago.
National Council of Christians and Jews.
National Council of Social Studies.
Wisconsin State Department of Public Instruction (new Social Studies curriculum).
Association for Supervision and Curriculum Development

B. Presenters

William Van Til, New York University.
John Hafener.

C. Equipment

No special equipment

D. Material:

Visuals, current film clips, etc.

VIII. PRODUCTION OF THE SERIES

A. Location of production should be determined in reference to nationally recognized authority in subject area plus proximity to outstanding production centre.

B. Other production centres might, and should, be used to provide resources.

C. Financing

1. An alliance with commercial broadcasters.
2. Title I - Elementary and Secondary Education Act.
3. Title XII, NDEA.

IX. LEARNING AIDS TO ACCOMPANY SERIES

Extensive teachers guide with discussion suggestions and questions, plus bibliography. (Developed as resource units for each major topic.)

X. UTILIZATION IDEAS

(Please refer to: II, III and IV.)

PROPOSED SECONDARY SERIES NUMBER THREE - "REACHING YOUR LEARNING POTENTIAL"
Great Plains Cooperative Production Project

I. BASIC IDEA

A. Series Title: REACHING YOUR LEARNING POTENTIAL (Other suggested titles: LEARNING -- RESOURCES, SKILLS AND TECHNIQUES; LEARNING HOW TO LEARN; THE WORLD OF LEARNING)

B. Subject Area: Work Study Skills

C. Level of Instruction: grades 7-9 (possible vertical grade level development, such as primary, intermediate, junior high, and senior high levels.)

D. Length of Programs: 15-20 minutes

E. Number of Programs: 30 (If vertical grade level approach used, programs would be increased commensurately.)

II. EDUCATIONAL OBJECTIVES OF THE SERIES

The primary theme pervading the topic of Work Study Skills is that of helping the pupil become more adept at learning. This television series would encompass the various learning resources available to the individual and would include specific instruction as to how the learner can use these resources wisely and effectively.

The Committee was unanimous in opinion that such a series, which was well done, would be in demand by all concerned.

As has been mentioned, one major goal would center upon the idea of the resources available for learning and personal development. Resources other than school would be included.

The role of independent study and the pupil's responsibility in taking advantage of the available resources are areas of importance. Self-determination, as an important factor in taking advantage of opportunities which exist, would be given major emphasis.

At the outset, attention would be directed to, "How We Learn." Ways of knowing would serve as an area of concern. How do you come to know something; what kind of evidence and what sources of information are valid as the basis of knowledge? The ideas relating to cheating as a means of learning, learning about a teacher and what might be done in a teacher's class for assuring best results, and related learning principles would be discussed.

The Committee suggests an early telecast on instruction in how to use television as a learning resource.

III. NATURE OF PUPILS FOR WHOM SERIES IS INTENDED

It is suggested that the series be directed primarily to pupils in grades 7, 8 and 9. However, various telecasts will be appropriate for showing in the upper elementary grades and for review at the senior high school level. The series may well be used as an in-service education device.

IV. RATIONALE OF THE SERIES

The series is conceived and presented out of the realization that many pupils are not aware of the skills, techniques, and resources which effect directly learning and personal development.

Many teachers feel an inadequacy in their competency to help students develop needed work study skills and correct attitudes towards learning. New tools for learning are constantly becoming available. A knowledge of these tools and the means by which they can be used in promoting learning are needed by teachers and pupils alike.

V. FORMAT OF SERIES

Primarily direct teaching through demonstration and application through meaningful learning situations would be utilized.

VI. CONTENT OF THE SERIES (SCOPE AND SEQUENCE)

A. How We Learn

1. What is Learning?
2. The Individual-Knowing Yourself-Sensory.

B. Learning Resources

3. The School.
4. The Home and Family.
5. The Community.

C. Toward Independent Learning

6. It's Up to You.
7. Meeting the Test.

(6. Self-determination and the individual's responsibility.)

(7. Creating the proper climate in which to assure successful results -- using opportunities for independent study wisely and correctly.)

D. Learning Skills

8-14. Improved Reading Skills - a series of seven lessons on the teaching of reading centered upon:

a. Continuous Reading Skill Development -- Continuation of basic reading skills.

b. Reading to Learn - Functional reading - Reading for different purposes, recreational or free reading.

15. Listening.
16. Organizing Information - Notetaking, Outlining.
17. Reviewing
18. Critical Thinking or Testing as a Learning Device.
19. Library Skills - locating information.
20. Library Skills - use of references.
21. Interpreting maps, graphs, and tables.

E. Tools of Learning

22. Printed Materials - Textbooks.
23. Printed Materials - Supplementary books.
24. Printed Materials - Periodicals and pamphlets.
25. Printed Materials - Newspapers.
26. Visual Materials - Flat pictures, films, slides, etc.
27. Audio Materials - Records, tapes, radio, learning laboratories, etc.
28. Television
29. Newer Media - Program materials and testing.
30. Continuous Learning - (Telecast pointing out the fact that learning is a continuous and life-long process which must, more than ever, be continuous in light of the accelerating increase in knowledge.)

VII. POSSIBLE RESOURCES (PHYSICAL AND PERSONAL) FOR THE SERIES

A. Planners:

1. Planners for topics A, B, C -- Learning

Dr. Warren Baller, University of Nebraska.

Dr. Wesley C. Meierhenry, University of Nebraska.
Dr. Willis Dugan, University of Minnesota.
Dr. Kenneth Hoyt, University of Iowa.
APGA

2. Planners for topic D -- Reading

Miss Mary Mielenz, University of Nebraska.
Dr. Donald Cushenberry, University of Omaha.
IRA, NCTE, ALA.
Dr. Donald Carline, Emporia State Teachers' College, Emporia, Kansas.
Miss Helen Oeschger, Director of Libraries, Omaha Public Schools.
Project English Staff, University of Nebraska.

3. Planners for topic E -- Tools of Learning

Dr. Wesley C. Meierhenry, University of Nebraska.
Dr. Walter Wittich, University of Wisconsin.
Dr. John Haefner, University of Iowa.
DAVI.

B. Presenters:

No persons clearly identifiable at this time.

C. Equipment:

Series would require access to various equipment and materials for demonstration purposes as related to specific programs presented.

D. Materials:

(Please see VI-E.)

VIII. PRODUCTION OF THE SERIES

A. Location of Production Centre: KUON-TV, University of Nebraska (due to number of resource people from this area listed in Section VII).

B. Other Contributing Stations: KDPS, Des Moines, Iowa

C. Financing: no groups clearly identifiable at this time. Special grants through Library Associations, Guidance Departments, and Reading Associations should be explored fully.

IX. LEARNING AIDS TO ACCOMPANY SERIES

Pupil Testing Instruments

Iowa Reading Tests, etc. (commercially avaiable).

Developed Pupil Materials, structured for practice, application, and testing of the skills present. (Pupil Work Sheets.)

SRA Materials (commercially available).

Teachers' Guide, with suggested preparatory and follow-up materials, with supplementary readings and resources suggested.

X. UTILIZATION IDEAS

Partial or complete series utilization determined by pupil needs.

Utilization of the series -- the contents and purposes of the program series are such that it could be used satisfactorily in most any school system.

However, those schools having organized guidance programs would find this series most beneficial. Other areas of the curriculum which might utilize the series are English, Social Studies, and special courses concerned with individual development and learning.

Additional application would be for in-service for teachers, either through concomitant learning from direct instruction for pupils, or used explicitly for in-service purposes.

Consideration should be given to developing the series for several different levels on a "vertical" basis.

V

GENERAL CONCLUSIONS

The following conclusions were reached by the Cooperative Production Project Committee as a result of their work on this project:

A. In Regard to Feasibility

1. **Cooperative production of instructional material by television is feasible in the Great Plains Region -- and by implication, in other parts of the country as well.**

2. **This is possible partly because there appears to be a greater commonality of subject areas, grade levels, and objectives in curriculum than is popularly believed.**

3. **For maximum effectiveness in cooperative production, re-thinking of the school curriculum is necessary, as many valid series are difficult to fit into rigid subject area of much present curriculum planning.**

4. **The ETV facilities exist in the Great Plains area to make cooperative production feasible from the facilities, stand-point.**

5. **Cooperative production is economically feasible, as evidenced by the fact that the ETV Utilization Series was produced with all production expense being borne by the producer of each program.**

6. **A variety of cooperative production patterns are feasible, the value of each depending on the nature and requirements of the series. Some of these approaches are:**
    - **a. Each program in the series produced at a different location.**
    - **b. The series produced at one production center, with other production centers contributing visual material unique to their area.**
    - **c. Cooperative planning and agreement on the nature of the series, with production being done entirely in one location.**

7. **Six needed series, which lend themselves to cooperative production are:**
    - **a. Economics ....Grades 4, 5, 6**
    - **b. Great Plains Social Studies............Grades 4, 5, 6**
    - **c. Guidance...............................Grades 3, 4**
    - **d. Contemporary American Issues...........Grades 12, 13, 14**
    - **e. Health.................................Grades 7, 8, 9**
    - **f. Study Skills...........................Grades 7, 8, 9**

All six series have common elements:

- a. They lend themselves to cooperative production for television presentation.
- b. They would contribute to American education.
- c. They would meet needs, have flexibility, and develop new approaches.
- d. They all emphasize follow-up in the classroom.
- e. They all reflect the new in our changing world.

8. The Great Plains Regional Instructional Television Library is the logical organization in the Great Plains area for stimulating and furthering of cooperative production.

9. The processes and possibilities of cooperative production should be explored further.

B. In regard to Acceptance

1. Local participation should be "built in" to each series for best acceptance. This means involving user schools as well as producing schools.

2. Materials for cooperative production should be selected in those academic areas in which the needs currently are not being well met; which implies planning for new or peripheral curricular areas -- at present.

3. The educational use of television can and often does bring about cooperative curriculum planning and coordination.

4. Key factor in acceptance is high educational and technical quality -- particularly the former.

5. Feed-back from schools using the series is essential to successful evaluation of the series, and provides a sense of teacher participation which aids acceptance.

6. State-departments of education should be kept informed of cooperative production developments, in order to further state-wide acceptance.

7. Originality and freshness of approach are essential to high acceptance.

8. Criteria for selection of subject matter must be carefully applied in order to select those subject areas which will meet a recognized need and hence obtain wider acceptance.

9. Cooperative production implies a more centralized production of educational materials -- a development which will meet with resistance unless control over use of materials is kept firmly in the hands of those selecting and using the materials.

10. In general, the educator's attitude toward the use of materials produced outside his school district is acceptant, or at least not negative.

C. In Regard to Utilization

1. A cross-curricular lines approach lends itself to wider utilization.

2. Materials designed to supplement classroom teaching, rather than replacing it, will have greater utilization.

3. In-service training in the use of television materials is essential to good utilization.

4. Relatively short, but complete program units (10-20 minutes) lend themselves to effective utilization better than either extremely short (1-5 minute) presentations or lengthy (30-45 minute) materials when applied to the classroom situation.

5. Cooperatively produced materials could be utilized in either a formal curricular situation or as extra-curricular matter viewing material.

6. Maximum utilization is apt to be obtained by producing "open-ended" programs which serve as a springboard into other classroom activities.

7. All cooperatively produced series for classroom use should include a teacher's guide or manual for maximum effectiveness of utilization.

8. Series should be oriented to the child's learning, not to specific subject areas, and child development experts should be called upon to contribute to each series.

D. In Regard to Production

1. Production centers should be selected on the basis of resources for learning rather than on geographic representation.

2. Not all states within an area the size of the Great Plains need cooperate in any given cooperative production project.

3. Development of cooperatively produced programs could be enhanced by working through professional subject area organization.

4. Cooperative production adds variety, both of resources and production techniques, which would not be available through a single producing agency.

5. Continuity can be achieved within cooperative production process.

6. Better machinery needs to be developed for the coordination of cooperative production.

7. Objectives of cooperatively produced series must be spelled out.

VI

RECOMMENDATIONS

The Cooperative Production Project Committee of the Great Plains Regional Instructional Television Library herewith makes the following recommendations:

A. That the Great Plains Regional Instructional Television Library accept this report as evidence of the feasibility of cooperative production within its area, and that it seek to implement the production of the six proposed series through the following steps:

   1. Maintain the existence of the present Cooperative Project Committee to assist in promoting the production of these six series.

   2. Investigate the possible production of the following series by the stations which had expressed particular interest in them, namely:

      Elementary Economics............KOKH-TV, Oklahoma City Public Schools
      Elementary Guidance.............KDPS-TV, Des Moines Public Schools
      Secondary Health................KCSD, Kansas City Public Schools

   3. Contact colleges, universities, public schools, and ETV stations within the Great Plains area to ascertain interest in copperative production of the other three series, namely:
      Elementary Great Plains Social Studies
      Secondary Contemporary American Issues
      Secondary Study Skills

   4. Use members of the Operations Committee of the Library to act as exploratory and liaisonpersonnel in discovering possible interest in these series in their respective geographic areas.

   5. Investigate the possibility of grants to carry out the production of these series as an implementation study to follow the feasibility study.

   6. Maintain the existing Committees for each series until a coordinator for each series is appointed, so that a smooth continuity of the basic idea and approach to each series can be maintained.

B. That the Great Plains Regional Instructional Television Library establish a permanent Curriculum Committee to study other potential areas of cooperation.

C. That the Great Plains Regional Instructional Television Library should seek at every opportunity to develop increased insights into how pupils learn from television, so that future series can be increasingly effective in the teaching-learning process.

VII

COOPERATIVE PRODUCTION

EVALUATION OF THE PROJECT

The Cooperative Production Committee evaluated the Project in the following terms:

A. The project could have been improved if all the original Committee members could have attended all the meetings -- however, the substitution of members during the Project brought fresh thinking to the situation, and actively involved more people in the problem of cooperative production.

B. The selection of personnel was good -- these were the people who are concerned primarily with curriculum.

C. Members of the group felt free to, and did, think beyond the usual and the stereotyped. They enjoyed being able to brainstorm without the practical limitations with which they usually are confronted.

D. The Committee was able to go beyond the existing curriculum in their thinking, and avoided rigidity.

E. The survey of needs was somewhat weak because:

    1. It was changed slightly while being used.
    2. Some of the questions were vague. It should have been more specific -- asking about specific proposed projects rather than the unknown.

F. Some implementation should have been built into the Project. It was only by luck that it was possible to attempt actual cooperative production project during the life of the Project. Without such an attempt, feasibility is difficult to prove.

G. The initial proposal was too broad -- including multi-level production which could not be accommodated within the time and financial limitations of the study.

H. It would have been advantageous to have the Committee meet more frequently, and thus complete the Project in less time.

I. It was an extremely valuable experience for the participants.

MINUTES

MEETINGS OF THE COOPERATIVE PRODUCTION PROJECT
GREAT PLAINS REGIONAL INSTRUCTIONAL TELEVISION LIBRARY

May 15, 1964 -- March 20, 1965

SUMMARY

GREAT PLAINS COOPERATIVE PRODUCTION PROJECT
Great Plains Regional Instructional Television Library

Meeting of May 15-17, 1964
Lincoln, Nebraska

I. FIRST GENERAL SESSION -- 7:00 p.m., May 15

A. Attendees were introduced, and each reported on the use of ETV in his area, with emphasis on any efforts at cooperative curriculum study. From these reports, it was apparent that:

1. Television is being used to some extent in elementary and secondary education in all twelve states in the Great Plains area.
2. In many metropolitan areas, various school districts are cooperating in the programming of ITV materials via broadcast or closed-circuit, and that specifically planned programs can fit the curricula in various districts.
3. The patterns of such cooperation are quite varied.

B. Paul Schupbach, Director of the Great Plains Regional Instructional Television Library, summarized the goals of A STUDY TO DETERMINE THE FEASIBILITY OF COOPERATIVE PRODUCTION OF RECORDED INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS AREA.

C. Tracy Clement, Associate Director of the Library, summarized the outcome of the December meeting of the Committee.

1. Basic agreement was reached in December that this is a worthwhile study and should be pursued.

D. Dr. Rolland Callaway listed some basic premises on which general agreement was later reached. These were:

1. Television is a mass medium, and should be used as such.
2. Having only one channel for distribution of school programming is a limiting factor.

SUMMARY (continued)

3. This Committee should assume that we have the hardware, and explore methods of using it.
4. Local control of education is a "sacred cow".
5. Instructional television must lead, not merely follow curricular developments.
6. Merely providing educational materials is not the answer: the key is utilization.
7. Television should be used for more than just enrichment.
8. The production of ITV materials for schools is tied too closely to subject areas and grade levels.

II. SECOND GENERAL SESSION -- 9:00 a.m., May 16

A. Agreement was reached that of the nine objectives listed under Work Group Duties in the proposal, three should be pursued at this meeting. They were:

  1. To explore the subject areas of particular educational levels to determine in order of priority common regional and sub-regional program needs where cooperatively produced television materials can make a valuable contribution to learning in the Great Plains area.
  2. To assess attitudes toward the acceptance of cooperatively produced materials.
  3. To examine new methods of utilizing instructional television at the level assigned.

B. Agreement was reached that there should be two Work Groups -- one for Elementary, one for Secondary -- and not the three originally proposed in the Study.

C. The Committee broke into two Work Groups for consideration of objective # 1.

D. As the result of the Work Group meetings, the following conclusions were reached:

  1. There is more commonality of curricula than most educators admit.

SUMMARY (continued)

2. We should explore existing materials to ascertain what instructional materials already are available. (The Educational Media Index should be of assistance in this exploration.)

3. Cooperative Production of specific materials need not include all 12 states -- some could be done on a subregional basis.

4. Cooperative Production on a 12-state basis might make it economically feasible to program to small groups in each participating district.

5. Immediate and direct participation of teachers in the planning of cooperatively produced material is needed.

6. We should consider the permeating elements of education to which television can apply.

7. The physical resources for cooperative production are available now within the Great Plains area.

8. We must keep practical considerations in mind, but not limit our thinking to existing equipment and school structures.

III. THIRD GENERAL SESSION -- 1:30 p.m., May 16

A. Objective # 2 -- Acceptance of Cooperatively Produced Material -- was discussed. The following points were made:

1. Schupbach reported that initially there was about 90% negative attitude toward use of material from outside of a school district, but now, the attitude of educational administrators is roughly 90% positive.

2. Bell pointed out that cooperative planning and production can be an aid to acceptance, and that the members of the Great Plains Policy Board and Operations Committee in each state will be available to Committee members to support this Project.

3. Criteria for the quality of the programs should be established.

B. Committee divided into Work Groups to continue exploration of Objective # 1 -- Areas of Commonality and Need.

SUMMARY (continued)

IV. FOURTH GENERAL SESSION -- 7:00 p.m., May 16

A. Objective # 3 -- New Method of Utilization -- was discussed, and led to clearer defining of types of ITV materials we are considering for this Study. Agreement was reached that:

1. We are not considering short, single-concept fragments or film clips for incorporation into existing classroom situations.
2. We are not considering new courses to be added to the curriculum via television.
3. We are considering program units (10-50 minutes in length) which can be cooperatively produced for utilization via television (open or closed-circuit) within existing curricula and extra-curricular programs of the participating schools.
4. Production should stem from Utilization.
5. Some programs should be open-ended, leading to classroom discussion.
6. We must keep in mind the objectives for the learner.
7. Originality and freshness of approach are vital to successful cooperative production, acceptance and utilization of these materials.
8. We need to learn more about how students learn from television.

V. FIFTH GENERAL SESSION -- 1:30 p.m., May 17

A Summary of the Meeting was presented by Bell, including the following three subjects:

A. Identification of Curricular Areas of Need and Commonality: (in general order of priority)

1. Guidance -- Vocational and General

   a. Knowledge of Careers------------------Secondary
   b. Understanding of Types of Work--------Elementary
   c. Preparation for Marriage--------------Secondary

SUMMARY (continued)

    d. The Dignity of Labor-----------------------Secondary
    e. Human Relations----------------------------Both
    f. Use of Leisure Time------------------------Both
    g. College Orientation------------------------Secondary

  2. Great Plains Social Studies Programs-----------Elementary

    a. Geography of the Great Plains
    b. History of the Great Plains
    c. Indians of the Great Plains
    d. Industries of the Great Plains

  3. Developmental Reading-------------------------Secondary

    In-service training for secondary teachers to help them help students read better.

  4. Study Skills----------------------------------Both

    How to learn from school, from books, from television.

  5. Political Theories

    a. Power Struggles----------------------------Elementary
    b. Political Theories-------------------------Secondary

    Use of outside experts to teach communism, socialism, capitalism, etc.

6. Programs for Special Population Groups-----------Both

    a. The bi-lingual child
    b. The culturally deprived
    c. The illiterate
    d. The foreign-born
    e. The drop-out
    f. The able and ambitious student

7. Health--Mental, Dental, Physical-----------------Elementary

8. Safety---Elementary

SUMMARY (continued)

9. **Conservation of Human Resources---------------Secondary**
    - a. **Smoking, drinking, narcotics**
    - b. **Safety**
    - c. **Use of manpower**
    - d. **Driver education**
10. **Aero-Space Material---------------------------------Elementary**
11. **Use of drama as stimulus for discussion--Secondary**
12. **Mathematics for the "non-math" student--Secondary**
13. **American Heritage--------------------------------Secondary**
14. **Humanities---Secondary**
15. **Man and His Institutions----------------------Secondary**
    - a. **Religion**
    - b. **Education**
    - c. **Government**
    - d. **Family**
16. **Social Studies material to overcome provincialism--------------------------------------Secondary**
17. **English -- Poetry, Grammar--------------------Elementary**
18. **Science---Elementary**
19. **Economics--------------------------------------Elementary**
20. **Communications -- Listening------------------Elementary**
21. **Semantics--------------------------------------Secondary**

B. Criteria Which Should Guide Us in Selection of Material for Cooperative Production

1. **A realized need in a given curricular area.**
2. **Commonality of need in the same curriculum area in varied schools.**

SUMMARY (continued)

3. Unique contributions which could be made by various schools in various geographic areas.

4. Broad base of many potential contributors to the production

5. Broad base of users for the material (many small schools who might not contribute to the production but which would be interested in using the material).

6. Flexibility of the material so that it might be used in a variety of subject areas (i.e., social studies, science, political systems, human resources, etc.)

7. Produce material not limited to standard subject categories as currently defined.

8. Well adapted to the television medium.

9. Lack of this material in other forms.

10. Possibilities of vertical use (preparation of programs for various grade levels from the same resource material).

11. Would improve teacher effectiveness.

12. Not aimed at core courses in the curriculum, in which there is little room for flexibility.

C. Next Steps in the Development of the Cooperative Production Project:

1. Full report of this meeting to be written by Bell and distributed to all 36 members of the Permanent Committee.

2. During Summer, members of the Committee should check with other educators in their states to determine:

    a. Are these valid subject areas for Cooperative Production?

    b. Are there other areas not listed here?

    c. What are the resources for production of ITV materials in the state?

SUMMARY (continued)

d. Are these areas in which there would be a high degree of acceptance?

e. Are there already good materials available in these areas?

f. What formats would work best in the local schools?

(Bell is to distribute to Committee members a sample questionnaire which could be used to help answer these questions.)

3. Work Group Chairman will meet with the Project Staff in the Fall to plan Work Group meetings.

   (Chairman of Secondary Work Group is Dr. Gordon Wesner, Supervisor of Secondary Curriculum, Kansas City Public Schools.)

   (Tentative Chairman for Elementary Work Group is Mr. John Montgomery, Director, ETV, Des Moines Public Schools.)

4. Each Work Group will meet (at a time and place to be announced) in the Fall to compare notes on the reactions they have had from educators, refine areas of need for cooperative production, to assign specific priorities to these needs, and to discuss acceptance and utilization of these materials.

5. Work Group Chairmen meet with the Project Staff to compare results of secondary and elementary Work Groups, and to plan general meeting

6. In late Fall, a general meeting of the entire Permanent Committee, to coordinate their work, and to make final recommendations in regard to cooperative production.

7. Spring, 1965, one or two small cooperative production projects would be mounted, and completed by the end of the academic year.

SUMMARY (continued)

8. **Final Report by June 30, 1965.**

Meeting adjourned at 2:15 p.m.

Respectfully submitted,

Richard H. Bell
Coordinator
Cooperative Production Project

RHB:mss

MINUTES

MEETING OF WORK GROUP CHAIRMAN
COOPERATIVE PRODUCTION PROJECT
GREAT PLAINS REGIONAL INSTRUCTIONAL TELEVISION LIBRARY

Chairmen of the Work Groups of the Cooperative Production Project of the Great Plains Regional Instructional Television Library met Saturday, November 7, at 10:00 a.m. at GPRITL Headquarters in Lincoln, Nebraska. In attendance were John Montgomery, Elementary Work Group Chairman; Gordon Wesner, Secondary Work Group Chairman; Richard Bell, CPP Coordinator; Paul Schupbach, Director, GRRITL; Tracy Clement, Associate Director, GPRITH, and Jack McBride, originator of the GPRITL project.

I. The question of docmmenting feasibility of cooperative production was raised, and the following action was taken:

   ACTION: Bell is to write all members of the Committee, asking that they distribute questionnaires, if they have not already done so, and send the returns to Bell. He is also to send them a sample covering letter. This questionnaire, a sample of which was sent to all Committee members in May, 1964, is to obtain information from educators on feasibility of cooperative projects, and designation of academic areas in which such production would be useful.

II. The proposal for a cooperatively produced television series on utilization of instructional television programs, as suggested by Robert Suchy, was discussed. Agreement was reached on the following points:

   A. The Cooperative Production Project should undertake to produce this series by Spring, 1965.

   B. The group in attendance at this meeting, minus Jack McBride, and plus Robert Suchy, should serve as the Coordinating Committee for this series.

   C. Robert Suchy should be asked to serve as Coordinator of the series. Paul Schupbach is to discuss this with Suchy.

   D. The series should be available free-of-charge to institutions cooperating in the production of the series, and at regular GPRITL rates to other institutions.

E. GPRITL will provide the tape for making masters of the series.

F. Procedure on this series should include:

1. Agreement by the Coordinating Committee on:

    (a) Number and length of programs.
    (b) General content of programs.
    (c) Selection of producers of each program.
    (d) Criteria for technical and production quality.

2. Approval of scripts by the Coordinating Committee.

3. Supervision of production by the Coordinator.

4. Approval of the taped programs by the Coordinating Committee.

5. Re-doing of any production which does not meet standards.

G. A printed teachers' guide should be produced to supplement the television series.

It was noted that:

A. The Nebraska ETV Council is making a ten-minute film on how to tune a television set correctly, and that this film might be incorporated into the series.

B. The Northeastern Regional Instructional Television Library has done a cooperative production series on "Sets and Systems", and that Virginia Biggy might be asked to attend the first meeting of the Coordinating Committee to discuss the problems of cooperative production.

The question was raised of the possibility of obtaining a grant to implement cooperative production, if this study indicates feasibility. McBride responded that he thought there would be hope of obtaining such a grant, in light of the present climate of opinion in the U.S. Office of Education.

III. Meetings of the Work Groups were discussed.

The question was raised as to whether a learning theory expert should attend the meetings to give guidance on what is known about learning via television. It was agreed that if there is a local person who could make a valuable contribution, he should be invited to the Work Gropp meetings. The suggestion was made that Wilbur Schramm might be invited.

ACTION: Bell is to prepare a written summary of existing information knowledge about learning via television, and have this material at the Work Group meetings.

Work Group Duties, as outlined in the original CPP Proposal were discussed, and it was decided that:

A. Duties 1, 3 and 8 (establishing priorities, attitudes toward acceptance, methods of utilization) should be dealt with by the Work Groups, as they were by the total Committee at the May 15-17, 1964 meeting.

B. Duties 2 and 4 (production criteria, and partial telecourses) were included within the consideration of Duty 1.

C. That Duty 5 (multi-level production) was too complex for inclusion in the current project.

D. Duty 6 (distribution factors) has already been explored by the operation of the Great Plains Library.

E. Duty 7 (reviewing recorded television materials) could be carried on at Work Group meetings

F. Duty 9 (writing of the final report) would be done by Bell at the conclusion of the project.

IV. Details of the Work Group Meetings.

A. The meetings were tentatively set as follows;

1. Elementary Work Group meeting----December 10, 11, 12, 1964
   Holiday Inn, South, Des Moines, Iowa
   John Montgomery, Chairman

2. Secondary Work Group meeting----January 7, 8, 9, 1964
Hilton Inn, Kansas City, Missouri
Gordon Wesner, Chairman

B. Proposed agenda for both meetings was as follows:

Thursday evening -- Orientation

1. **Review of Project-----Bell**
2. **Purposes of Meeting---Chairman**
3. **Introductions---------Chairman**
4. **Housekeeping Details--Clement**
5. **Distribution of GPRITL kits-----------Clement**

Friday morning -- Discussion of proposed academic areas for cooperative production

1. **Report on the Questionnaire---------Bell**
2. **Refinement of area list by:**
    - **a. Applying criteria.**
    - **b. Assigning priorities.**
    - **c. Discussing length, number, content, approach of series.**
    - **d. Discussing related materials.**
    - **e. Consideration of utilization.**
    - **f. Consideration of methods of assuring acceptance.**
3. **Designation of Sub-Committee to make recommendations on specifics regarding top three priorities on subject area list.**

Friday afternoon -- Viewing of tapes on related topics. Visiting ETV facilities.

Late Friday p.m. -- Meeting of Sub-Group Chairmen and secretaries with staff members.

Friday evening -- Meeting of full group to consider and give approval to the reports of the sub-Groups. Summary of meeting. Designation of next steps. Plans for full Committee meeting.

C. Regarding mechanics of the meetings:

1. The full group would eat together Friday lunch and dinner, and Saturday lunch. They would eat breakfast on their own.

2. Attendees will be able to sign for their meals and their rooms, with GPRITL paying the hotel for all these and other services. Attendees will be reimbursed for travel expenses.

V. Steps to be taken following these two meetings were discussed. It was agreed that these should be:

A. Set up two Sub-Committees -- one to consider details of cooperative production of a series in the top priority area in elementary education, and one to do the same in secondary, as identified by their respective work groups.

Each of these committees would be made up of the following representatives:

1. Subject area expert.
2. ITV production expert.
3. GPRITL Staff representative.

B. These Sub-Committees would report to the full CPP Committee at a March meeting, at which consensus on the total Project would be reached, and preparations for the final report made.

Meeting adjourned at 4:30 p.m.

Respectfully submitted,

Richard H. Bell
Coordinator
Cooperative Production Project

RHB:mss

Elementary Work Group Meeting

GREAT PLAINS COOPERATIVE PRODUCTION PROJECT

Des Moines, Iowa
December 10, 11, 12
1964

MINUTES
ELEMENTARY WORK GROUP MEETING
GREAT PLAINS COOPERATIVE PRODUCTION PROJECT

Des Moines, Iowa
December 10, 11 and 12, 1964

The meeting of the Elementary Work Group of the Great Plains Regional Instructional Television Library Cooperative Production Project was called to order at 8:00 p.m., Thursday, December 10, 1964, in the Holiday Inn, South Motel, by Mr. John Montgomery, Chairman of the Work Group.

(FOR LIST OF ATTENDEES, SEE ATTACHMENT A.)

I. FIRST GENERAL SESSION -- Thursday, December 10, 1964 -- 8:00 p.m.

A. Montgomery reviewed the objectives of the meeting --

1. To study proposed areas for cooperative production at the elementary school level.
2. To apply criteria established for selection established at the May 15-17 meeting in Lincoln.
3. To establish priorities for the production of proposed series.
4. To outline the three series with the highest priority.

B. Bell reviewed the earlier meetings of the Project, and the November Committee Chairmen's Meeting as follows:

1. Winter Meeting, 1964-----Agreement reached to proceed.
2. May Meeting, 1964--------
    - (a) Objectives refined.
    - (b) Work Groups set up.
    - (c) Utilization methods studied.
    - (d) List of possible subject areas for cooperative production established.
    - (e) Criteria for consideration of, and selection from, these areas established.
    - (f) Questionnaire form developed.

3. Committee Chairmen's Meeting, November, 1964------------------------

(a) Utilization series proposed by Suchy and accepted.

(b) List of ETV production facilities in Great Plains area prepared, modified, and approved.

(c) Consideration given the possibility of a grant for implementation of cooperative production. Best thinking indicated that such might be possible, but there was no assurance at present that such a grant could be obtained.

(d) Detailed plans made for the Work Group Meetings.

C. Clement went over with the group the details of re-imbursement and time schedule.

D. The ETV Utilization Series was discussed, with the following points being made:

1. Existing ETV utilization material should be studied, to see if any could be used in this series. (For example, New Mexico has training programs used with the Columbia Peace Corps Project.)

2. The telecasts in this series might be related to a total learning unit.

3. There should be written reports from the Production Centers, from Suchy, and from users of the series to help determine the effectiveness of cooperative production.

II. SECOND GENERAL SESSION -- Friday, December 11, 1964 -- 8:30 a.m.

Discussion was held on the proposed academic areas for cooperatively produced series.

A. Bell reported on results of the survey of curricular areas. It was agreed that the most frequently listed curricular areas were those in which there exist many teaching resources. The earlier agreement was re-affirmed not to attempt cooperative production of these fundamental areas of the curriculum.

B. Agreement was reached on the three series to be proposed. They were:

1. Economics
2. Great Plains Social Studies
3. Guidance

C. Sub-Committees were established to outline these three series. Members of the Sub-Committees were:

GREAT PLAINS	ECONOMICS	GUIDANCE
Carl Brown, Chairman	Herbert Hartshorn, Chairman	Stanley Wheatley, Chairman
Edythe Goldman	Allene Mize	Sheldon McGuire
Willard Jones	Dehlia Becraft	Wilbur Stenson
John Aragon	Robert Eicher	Walter Loomer
Ethel Oyan	Laura McCall	Robert Boston
Tracy Clement	Richard Bell	John Montgomery

III. VISITATIONS -- Friday, December 11, 1964 -- afternoon

During the afternoon, the entire group visited Des Moines elementary classrooms where television was being used, and toured the facilities of Station KDPS.

IV. SUB-COMMITTEE MEETINGS -- Friday, December 11, 1964 -- 7:00 p.m.

Sub-Committees met during the evening, and outlined their series.

V. THIRD GENERAL SESSION -- Saturday, December 12, 1964 -- 8:30 p.m.

A. Reports were made by Chairmen of the Sub-Committees.

Discussion of the proposed series was held, with the following suggestions being made:

Economics

1. Be sure to aim them at children -- use a child development expert to assure this.

2. IRC materials are quite specific as to grade levels, utilization, etc. SRA has a Social Studies unit on economics for use at first grade level.

3. Those planning the series should seek the meanings of the basic concepts of economics in terms of children's living -- should attempt to get at the interrelationships of subjects.

4. Teachers using the series should be asked to relate the economics material to all aspects of children's living (i.e. -- teaching responsibility involved in charge accounts, credit cards, etc.)

5. Problems should be posed by the series which the children could try to solve.

Great Plains

1. The series should not be organized on the basis of geographic production centers. Organization should stem from best orientation for learning, not from accidents of production center location.

2. The series should be related to the study of cities and areas, not of states, as such.

3. The series has the potential of up-dating older local history books.

4. The series should not use a "travelogue" approach.

Guidance

1. Such a series could be fitted into the curriculum through physical education, social studies, or language arts, or could be handled as a separate unit of study.

2. Possibly open-ended dramatizations could be used in such a series.

3. Child guidance experts in the various Great Plains states should provide help for this series.

4. The series should not be done in such a way as to alienate the child from his home.

B. Based on discussion of and comparison of the series, the following recommendations were made:

1. If only one series of the three could be done, it should be the Great Plains series, since it lends itself best to a cooperative production approach. (This was not to indicate that the other two series are not of equal importance.)
2. Curriculum people should be contacted to seeif they would use these series, as outlined.
3. Production people should be contacted to determine whether programs in such a series could be produced by them.

C. Resource people for each series were suggested. Names mentioned were:

Great Plains

Dr. Robert Manley, University of Nebraska
(Has social approach to Great Plains, good TV personality.)
Dr. John Hafener, State University of Iowa
Dr. T. A. Larson, University of Wyoming
Clarice Whittenberg, University of Wyoming

Guidance

Dr. Glenn Hawkes, Head of Child Development Center, Iowa State University
Dr. Howard Blanchard, Colorado State College
Dr. Warren Brown, Albuquerque Public Schools
Janet Say

Economics

Dr. Herbert Hartshorn, Edina Public Schools
Dr. Walter Kemmerer, KCTA, Saint Paul

VI. FINAL GENERAL SESSION -- Saturday, December 12, 1964 -- 12:00 noon

At the final luncheon meeting

A. Bell summarized the results of the meeting as follows:

1. Agreement had been reached at the meeting that there are areas which would be profitable ones for cooperative production.

2. Three particularly important areas were identified, and series were planned.

3. Certain patterns in regard to such programs were emerging, namely:

    a. Such series should serve as a springboard to further classroom activities.
    b. Such series should be oriented to child learning, not to specific existing subject areas.
    c. In considering new cooperatively produced television series, we are really considering major curriculum revision, as these series do not readily fit existing patterns.
    d. Such series are tending toward more highly centralized education, rather than to a de-centralized system.
    e. The Great Plains Library can become an important motivator of ETV production.
    f. Production of individual programs by different production centers may not be the best approach. Contribution of resources from many areas to a single production center might work more effectively.

4. The Utilization Project was accepted as a cooperatively produced series which could be completed within the span of this Cooperative Production Project, possibly yielding valuable information on the nature of cooperative production.

5. Professional ETV production facilities in the Great Plains area have been identified.

6. New people are becoming involved in educational television through this Project.

7. We are beginning to think in terms of cooperative curriculum planning, as a result of this Project.

8. We are approaching television from a curricular, not a production, standpoint.

B. Next steps were discussed and agreed upon. Agreement was reached on the following points:

1. The three proposed series should be produced.
2. We should explore the practical considerations, such as:
    a. Acceptance (schools should be queried)
    b. Production (resources and production centers should be queried)
    c. Financing should be explored
    d. The Great Plains Library should push these projects
3. The next meeting of the full Project Committee should be held in Lincoln, Nebraska -- March 18, 19, 20 to hold final discussion of the following:
    a. Compare the Elementary and Secondary proposals
    b. Evaluate the ideas for proposed series
    c. Plan final report for the Project

Meeting adjourned at 1:30 p.m.

Respectfully submitted:

Richard H. Bell
Coordinator
Cooperative Production Project
Great Plains Library

RHB:mss
attachments

ELEMENTARY WORK GROUP
Great Plains Cooperative Production Project

Those present at the December, 1964 meeting in Des Moines, Iowa:

COLORADO:

Mrs. Edythe Goldman
Principal
ELLIS SCHOOL
Denver Public Schools
Denver, Colorado

Mr. Wilbur Stenson
STATE DEPARTMENT OF EDUCATION
Denver, Colorado

ILLINOIS:

Bob Boston
UNIVERSITY OF ILLINOIS
Urbana, Illinois

IOWA:

Dr. John Montgomery
Chairman
DES MOINES PUBLIC SCHOOLS
Des Moines, Iowa

Dr. Carl R. Brown
Elem. Education Director
AMES PUBLIC SCHOOLS
Ames, Iowa

KANSAS:

Dr. Willard G. Jones
7200 Belinder
Prairie Village, Kansas

Mrs. Dehlia (Larner) Becraft
Asst. in Elem. Educ. Dept.
WICHITA PUBLIC SCHOOLS
640 North Emporia
Wichita, Kansas

MINNESOTA:

Dr. Herbert E. Hartshorn
Dir. of Elem. Education
EDINA PUBLIC SCHOOLS
5701 Normandale Road
Edina, Minnesota

NEW MEXICO:

Mr. John Aragon
Director of Instruction
BELEN PUBLIC SCHOOLS
Belen, New Mexico
(FOR: MILDRED FITZPATRICK)

Mr. Sheldon McGuire
Elementary School Principal
ALBUQUERQUE PUBLIC SCHOOLS
Albuquerque, New Mexico
(FOR: DR. FRED NELSON)

NORTH DAKOTA:

Mr. Walter M. Loomer
Coord., Elementary Education
GRAND FORKS PUBLIC SCHOOLS
Grand Forks, North Dakota

OKLAHOMA:

Mrs. Allene Mize
Oklahoma City, Oklahoma
(FOR: MRS. LESLIE KELLY)

Mrs. Laura McCall
Primary Supervisor
EDUCATIONAL SERVICES CENTRE
PO Box 4715
Tulsa, Oklahoma

SOUTH DAKOTA:

Mrs. Ethel Oyan
Director of Curriculum
SIOUX FALLS PUBLIC SCHOOLS
Sioux Falls, South Dakota

WYOMING:

Mr. Stanley Wheatley
Administrative Office
CASPER PUBLIC SCHOOLS
Casper, Wyoming

Dr. Robert Eicher
Principal
Laboratory School
UNIVERSITY OF WYOMING
Laramie, Wyoming

COORDINATOR, CPP:

Richard H. Bell
Director, Radio-TV
UNIVERSITY OF COLORADO
Boulder, Colorado

CONSULTANTS, CPP:

Paul Schupbach
Director
GREAT PLAINS LIBRARY
University of Nebraska
Lincoln, Nebraska

Tracy Clement
Associate Director
GREAT PLAINS LIBRARY
University of Nebraska
Lincoln, Nebraska

* * * *

PHB:mss

Secondary Work Group Meeting
GREAT PLAINS COOPERATIVE PRODUCTION PROJECT

Kansas City, Missouri
January 7,8,9
1965

MINUTES
SECONDARY WORK GROUP MEETING
GREAT PLAINS COOPERATIVE PRODUCTION PROJECT

Kansas City, Missouri
January 7,8,9, 1965

The meeting of the Secondary Work Group of the Great Plains Regional Instructional Television Library Cooperative Production Project was called to order at 8:00 p.m., Thursday, January 7, 1965, at the Hilton Inn by Dr. Gordon Wesner, Chairman of the Work Group.

I. FIRST GENERAL SESSION -- Thursday, January 7, 1965 -- 8:00 p.m.

A. Wesner reviewed the objectives of the meeting --

1. To study proposed areas for copperative production at the secondary school level.
2. To apply criteria established for selection established at
3. To establish priorities for the production of proposed series.
4. To outline the three series with the highest priority.

B. Bell reviewed the earlier meetings of the Project, the November Committee Chairmen's Meeting, and the Elementary Work Group meeting as follows:

1. Winter Meeting, 1964-----Agreement reached to proceed.
2. May Meeting, 1964--------(a) Objectives refined.
   - (b) Work Groups set up.
   - (c) Utilization methods studied.
   - (d) List of possible subject areas for cooperative production established.
   - (e) Criteria for consideration of, and selection from, these areas established.
   - (f) Questionnaire form developed.

3. **Committee Chairmen's Meeting, November, 1964**---------------------------

   - **(a) Utilization series proposed by Suchy and accepted.**
   - **(b) List of ETV production facilities in Great Plains area prepared, modified, and approved.**
   - **(c) Consideration given the possibility of a grant for implementation of cooperative production. Best thinking indicated that such might be possible, but there was no assurance at present that such a grant could be obtained.**
   - **(d) Detailed plans made for the Work Group meetings.**

4. **Elementary Work Group Meeting December, 1964**

   - **a. Three proposed Cooperative Production series were outlined. They were:**
     - **(1) Economics---------------------Grades 4,5,6**
     - **(2) Great Plains Social Studies-----------------Grades 4,5,6**
     - **(3) Guidance---------------------Grades 3,4**
   - **b. Possible resource persons for these series were named.**
   - **c. It was agreed that of the three series, the Great Plains Social Studies series was the best suited to Cooperative Production.**
   - **d. It was agreed that stations, schools, and curriculum people should be contacted in regard to these series.**

e. Some basic ideas regarding the Cooperative Production Project were indicated, namely:

(1) These series should be structured functionally -- not necessarily so that each station could do one program.

(2) We should consider having many stations provide material for incorporation in a series done by one producing station.

(3) In each series considered, television is used as a "springboard" to class activities.

(4) These series all call for re-thinking of the curriculum, as they do not fit neatly into any existing structure. This is as much a cooperative curriculum project as a cooperative production project.

(5) The materials in these programs should be related to children's learning, not cubbyholed by subject areas.

(6) Communications skills should be taught in teaching content such as economics and guidance.

C. Clement went over with the group the details of reimbursement, time schedule, etc.

D. The ETV Utilization Series was discussed, with the following points being made:

1. There is a need for such a series.
2. How do you change teachers' behavior when they have to apply the general television presentations to their specific teaching tasks?
3. It will be important to have printed discussion materials and guides to accompany the video-taped programs.

II. SECOND GENERAL SESSION -- Friday, January 8, 1965 -- 9:00 a.m.

Discussion was held on the proposed academic araas for cooperatively produced series.

A. Bell reported on the results of the survey of curricular areas. Bell was asked to send a copy of this summary to all Committee members.

It was agreed that Bell should send a summary of the survey, with a questionnaire, to State Superintendents and Commissioners, asking them to refer it to the appropriate curricular people in their office to react to. This mailing should include the list of proposed series and the research findings, the questionnaire should ask for reactions to the proposals, and suggestions as to problems that may be inherent in cooperative production.

B. Possible series for cooperative production were proposed, based on, but not limited to, the proposals of the first full Committee meeting. The following courses were proposed:

1. Health -- including nutrition, sex education, mental health.
2. American Contemporary Issues -- including automation, poverty, etc.
3. Group Guidance.
4. Developmental Reading -- possibly broadened to include various study skills.
5. Humanities Series for Vocational Education Schools.
6. Series for the less able students.

C. Discussion was held on these proposals, and the following problems were raised:

1. Cooperatively producing programs involves cooperative curriculum planning. What about the schools that do not participate in the production? How can they be involved?
2. If we outline social studies series, we should check first with Social Studies Study Group to see what scope, sequence, and directions they are working on currently.
3. Could these materials be designed to be presented to children in out-of-school hours?
4. Should we attempt to do an economics series for the secondary level, at the same time as for the elementary schools?

D. The group voted on the three series which they thought were most important for this Work Group to outline. The results were to proceed with the following series:

1. Health
2. American Contemporary Issues
3. Study Skills

E. Sub-Committees were established to outline these three series. Members of the Sub-Committees were:

1. Health:
   - Dr. John L. Yourd, Chairman
   - Mr. Paul Schupbach
   - Dr. Robert Doxtator, Recorder
   - Dr. Gordon E. Wesner
   - Dr. William Lillard
   - Dr. Robert Eicher
2. American Contemporary Issues:
   - Dr. Rolland Callaway, Chairman
   - Dr. Richard Bell
   - Dr. Clair Blikre
   - Dr. Royal Henline, Recorder
   - Dr. Paul M. Mitchum
   - Mr. Mervel Lunn
3. Study Skills:
   - Dr. Craig Fullerton, Chairman
   - Dr. Monte Norton, Recorder
   - Mr. J. Jay Planteen
   - Miss Olive S. Berg
   - Mr. Marshall Macy
   - Mr. Tracy Clement

III. VISITATIONS -- Friday, January 8, 1965 -- afternoon

During the afternoon, the entire group visited the Kansas City Public Schools offices, hearing presentations by school officials, and visiting KCSD, the Kansas City Board of Education station.

IV. SUB-COMMITTEE MEETINGS -- Friday, January 8, 1965 -- 7:00 p.m.

Sub-Committees met during the evening, and outlined their series.

V. THIRD GENERAL SESSION -- Saturday, January 9, 1965 -- 9:00 a.m.

A. Reports were made by the Chairmen or Recorders of the Sub-Committees.

B. Discussion of these series was held, and possible resources were considered. Suggestions for assistance in the series included the following:

American Contemporary Issues

Wisconsin State Department of Public Instruction -- Robert van Roalte -- Assistant Superintendent for Curriculum. (They have a new social studies program.)

McGraw-Hill is coming out in 1966 with a new series of materials on social impact. Frank Hibben, of the University of New Mexico, did several programs on this series on anthropology.

William van Till, New York University.

Commission for the Study of Mankind, University of Chicago.

John Hafener, University of Iowa, Past President of the National Council for Social Studies. (Has had TV experience.)

National Conference of Christians and Jews.

Social Studies Teachers.

Health

Armand Seidler, Head of Department of Health, Recreation and Physical Education, University of New Mexico.

Dr. Ella Mae Small, University of New Mexico.

Fred Heckinger, State Physical Education Director, New Mexico.

National Institute for Mental Health.

Guidance personnel in schools.

Lany Bates, Director of Elementary Physical Education and Mental Health, Kansas City Public Schools.

The Drs. Menninger and Mayo.

Kansas State University's Committee on The School and Mental Health -- Dr. Carl Knox, Superintendent of Schools, Lawrence Kansas, Chairman.

Study Skills

Dr. Artly, University of Missouri.

Dr. Lyle Miller, University of Wyoming.

Iowa Study Skills Tests.

Dr. Lloyd Smith, University of Iowa, Iowa City. (Has had TV experience.)

Dr. William I. Martin, Jr., of Holt, Reinhart and Winston, 383 Madison Avenue, New York, New York.

C. Discussion of acceptance of such materials was held.

1. Involvement of classroom teachers was considered to be of vital importance in this regard.

2. It was suggested that such series might be coordinated through, or assisted by, the ASCD. Key persons inthis organization were identified as:

Dr. Harold Drummond, President.
Dr. Gaylord Saylor, University of Nebraska, President-Elect.
Margaret Gill, Executive Secretary.

VI. FINAL GENERAL SESSION -- Saturday, January 9, 1965 -- 11:30 a.m.

At the final luncheon meeting:

A. Bell summarized the results of the meeting as follows:

1. Television Utilization Series had been approved.

2. The ETV Facilities list was corrected and approved.

3. New insights in ETV were gained, ideas were exchanged, and those involved grew in their thinking about ETV.

4. Three series were outlined:

   (a) Contemporary American Issues
   (b) Health
   (c) Study Skills

5. All three series:

   (a) Lend themselves to cooperative production for television presentation.
   (b) Would contribute to American education.
   (c) Would meet needs, have flexibility, and take new approaches.
   (d) Emphasize follow-up in the classroom.
   (e) Reflect the new in our changing world.

6. It was agreed that State Departments of Education should be contacted for their reactions to these proposals.

7. To improve acceptance, we need to:

   (a) Have local involvement.
   (b) Maintain high quality in the series.
   (c) Present them to State Associations.
   (d) Coordinate our planning via conference calls.

8. A key problem identified was how to get identification of schools that cannot participate in the production of the programs, but who will be using them:

B. It was agreed that the next meeting would take place in Lincoln, Nebraska, on March 18, 19 and 20. Purposes of this final full-Committee meeting are:

1. For each Work Group to review the proposals of the other.

2. To learn and compare reactions of State Departments.

3. To hear a report on the TV Utilization Series.

4. To explore ideas on utilization and acceptance.

5. To develop ideas on how to proceed with the production of these series, after the Project has concluded.

6. To consider machinery which might be set up to assure continuance of a group such as this.

7. To evaluate the Project, and determine ways by which future cooperative production efforts could be improved.

8. To approve the outline of the Final Report.

Meeting adjourned at 12:30 p.m.

Respectfully submitted,

Richard H. Bell, Coordinator
Cooperative Production Project, GPL

RHB:mss

SECONDARY WORK GROUP
Great Plains Cooperative Production Project

Those present at the January, 1965 meeting in Kansas City were:

IOWA:

Dr. Paul M. Mitchum
Assistant Superintendent
DES MOINES PUBLIC SCHOOLS
Des Moines, Iowa

KANSAS:

Dr. Monte Norton
Asst. Supt. of Schools
SALINA PUBLIC SCHOOLS
Salina, Kansas

MISSOURI:

Dr. Gordon E. Wesner,
Chairman
Assistant Director
Secondary Curriculum
KANSAS CITY PUBLIC SCHOOLS
Kansas City, Missouri

NEBRASKA:

Dr. Royal Henline
Consultant in School Adminis.
STATE DEPARTMENT OF EDUCATION
Lincoln, Nebraska

Dr. Craig Fullerton
Curriculum Director
OMAHA PUBLIC SCHOOLS
Omaha, Nebraska

Mr. J. Jay Planteen
Principal
LEWIS AND CLARK JUNIOR HIGH
Omaha, Nebraska

NEW MEXICO:

Dr. Robert Doxtator
College of Education
UNIVERSITY OF NEW MEXICO
Albuquerque, New Mexico

NORTH DAKOTA:

Dr. John L. Yourd
Director of Curriculum
FARGO PUBLIC SCHOOLS
Fargo, North Dakota

OKLAHOMA:

Dr. William Lillard
Dir. of Secondary Education
OKLAHOMA CITY PUBLIC SCHOOLS
Oklahoma City, Oklahoma

Mr. Mervel S. Lunn
Dir. of Instructional TV
OKLAHOMA CITY PUBLIC SCHOOLS
Oklahoma City, Oklahoma

SOUTH DAKOTA:

Dr. Clair Blikre
Supt. of Schools
YANKTON PUBLIC SCHOOLS
Yankton, South Dakota

Miss Olive S. Berg
Dir. of Curriculum
STATE DEPT. OF PUBLIC INSTRUCTION
State House
Pierre, South Dakota

WISCONSIN:

Dr. Rolland Callaway
Department of Education
UNIVERSITY OF WISCONSIN
Milwaukee, Wisconsin

WYOMING:

Mr. Marshall Macy
Supt. of Schools
NEWCASTLE PUBLIC SCHOOLS
Newcastle, Wyoming

Dr. Robert C. Eicher
Principal
Laboratory School
UNIVERSITY OF WYOMING
Laramie, Wyoming

COORDINATOR, CPP:

Dr. Richard H. Bell
Director, Radio-TV
UNIVERSITY OF COLORADO
Boulder, Colorado

CONSULTANTS, CPP:

Mr. Paul Schupbach, Director
Great Plains Library
UNIVERSITY OF NEBRASKA
Lincoln, Nebraska

Mr. Tracy Clement
Associate Director
Great Plains Library
UNIVERSITY OF NEBRASKA
Lincoln, Nebraska

* * * * *

MINUTES

Meeting of March 18-20, 1965
COOPERATIVE PRODUCTION PROJECT COMMITTEE
GREAT PLAINS REGIONAL INSERUCTIONAL TELEVISION LIBRARY
Nebraska Centre for Continuing Education
Lincoln, Nebraska

First General Meeting----------------------8:00 p.m., Thursday, March 18

I. Bell summarized the current status of the Cooperative Production Project as follows:

A. We have a well-balanced Committee of thirty-six members, made up of the following types of representatives:

1.	Elementary School Administrators	13
2.	Secondary School Administrators	11
3.	State Department of Education Reps	5
4.	University Professors	2
5.	ETV Personnel	2
6.	Non-participating Members	3
	TOTAL	36

All twelve states in the Great Plains Library are represented.

Five meetings have been held -- three general and two Work Group meetings.

B. Our accomplishments to date are:

1. Six cooperative production series have been proposed, but need refining and clarification.
2. A survey has been conducted of educational needs which might be met by cooperative production.
3. ETV production centres in the area have been identified.
4. The ETV Utilization Series is in production.
5. Criteria have been established for the selection of subjects for cooperative production.

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6. Multi-level production was eliminated from consideration.

7. Agreement has been reached on production of semi-complete television units as major resources for classroom teaching.

8. Methods for improving acceptance and utilization of ETV have been discussed and conclusions drawn.

9. Examples of Instructional television have been viewed.

10. Problems of distribution have been left to the Great Plains staff.

C. Remaining to be done are:

1. Standardization and expansion of the outlines of proposed Cooperative Production series.

2. Obtaining reactions of State Departments of Education to our proposals, and eliciting their suggestions as to resources for these series.

3. Enlarging on utilization and acceptance ideas.

4. Evaluating the experience involved in the production of the Utilization Series.

5. Evaluating the Project and making recommendations.

6. Determination of next steps to be taken.

7. Writing Final Report.

Items 1, 3, 5 and 6 will be the business of this meeting.

II. Mr. Robert Suchy, Milwaukee Public Schools, reported on the Utilization Project, pointing out that it is under way, with ten schools or ETV stations each producing one thirty-minute program for the series.

Discussion of this report was held, with the following suggestions being made:

1. Stick to descriptive titles -- avoid being flip or arch.

2. Have each program lead into discussion.

3. Design a discussion guide (about two pages per lesson) including a Glossary to accompany the tapes.

III. DISCUSSION was held of the proposal for obtaining State Department of Education reactions. It was agreed that:

A. Bell should send to each of the twelve State Departments of Education:

1. A two-page Summary of our survey.
2. A listing of the six proposed series.
3. A one-page questionnaire asking for their suggestions as to resources for these series.
4. A list of the participants in this Project.
5. A notice of the Utilization series.

B. That Bell should send copies of this material to all Committee members, so that they would know that their chief State School Officer had received same, and might contact him and provide more detailed information on the project.

Second General Meeting--------------------9:00 a.m. Friday, March 19

I. General discussion was held on the six proposed series.

Agreement was reached that:

A. We should attempt to proceed with all six proposed series, as all are of importance in education today,

B. We see Guidance, Health, and Study Skills as being related.

C. There is need to teach study skills as such, but that suggested learning skills should be included in all programs.

D. Since these programs are aimed at less formally structured curricular areas, there should be little resistance to their acceptance.

- **E. The schools who will be paying to use these programs should be involved in determination of the nature of the programs.**
- **F. People from different districts with proficiencies in the specific areas under consideration should be brought into the planning of the series.**

Series Committee Meetings 1:30 p.m., Friday, March 19

The Committees for each series met and made revisions of their proposed series.

Committee members were made up as follows:

Elementary:

Great Plains Series:
John Aragon
Edythe Goldman, Chmn.
Ethyl Oyan

Economics:
Dehlia Becraft
Herbert Hartshorn, Chmn.
Allene Mize

Guidance Series:
Walter Loomer
Sheldon McGuire
John Montgomery
William Stenson
Stanley Wheatley, Chmn.

Secondary:

Health Series:
Charles Lopez (for Doxtater)
Paul Schupbach
Gordon Wesner, Chmn.

Contemporary Issues:
Roland Callaway, Chmn.
Royal Henline
Mervel Lunn

Study Skills Program:
Tracy Clement
Craig Fullerton, Chmn.
Monte Norton

Each Committee was given a standard outline for the series to make them consistent.

Each series was revised, expanded, standardized, and submitted.

Viewing of New Great Plains Series------4:00 p.m., Friday, March 19

New programs available through the Library were viewed.

Third General Meeting-------------------7:00 p.m., Friday, March 19

I. The Cooperative Production Project was evaluated. Conclusions were:

A. It could have been improved if all the original Committee members could have attended all the meetings -- however, the substitution of members during the Project had brought fresh thinking to the situation, and had involved more people in the problems of cooperative production.

B. We learned that there was more commonality of interest and curriculum than we had thought. Cooperative Production definitely is feasible.

C. We utilized the right people -- those primarily concerned with curriculum.

D. Members of the group felt free to, and did, think beyond the usual and the stereotyped. They enjoyed being able to brainstorm without the practical limitations with which they usually are faced.

E. Wewere able to go beyond the existing curriculum and beyond rigidity.

F. They survey of needs was somewhat weak because:

1. It was changed somewhat while being used.
2. Some of the questions were vague. It should have been more specific -- asking about specific proposed projects rather than the unknown.
3. It was answered in a rather cursory manner by many respondents.

G. Some implementation should have been built into the Project. It was only by luck that we were able to attempt cooperative production within the life of this Project. Without such an attempt, feasibility is hard to prove.

H. Initial proposal was too broad -- including multi-level production which could not be accommodated in the time and financial limitations.

I. Would have been better to have met more frequently and have completed the Project in less time.

J. It was an extremely valuable experience for participants.

II. Paul Schupbach reported on the status of the Great Plains Library. He pointed out that:

A. The Great Plains Library has grown constantly --

	Courses:	Users:
First Year	1	2
Second Year	7	15
Third Year	11	62
Fourth Year	26	80

B. The Great Plains Library will become self-supporting, and will continue.

C. Next steps in the Cooperative Production should be to prepare some cooperative-produced projects. Funding might be obtained from:

Business.
Federal Government.
State Government.
Individual Stations.
A Combination of the Above.

III. Discussion was held regarding next steps for the Cooperative Production Project. It was agreed that:

A. The Library should try to keep this group active.

B. All six proposed series would be investigated to see if they could be produced. Representatives of some individual stations expressed interest in seeing whether their station might produce one of the series. Those designated to look into individual programs were:

Elementary Economics-------------------Mervel Lunn
Elementary Guidance--------------------John Montgomery
Secondary Health-----------------------Gordon Wesner
Elementary Great Plains----------------Edythe Goldman

If these stations were to produce such series, the programs still could be distributed through the Great Plains Library.

C. Cooperative planning might be undertaken on the Study Skills program. It could be cooperatively planned on a K-12 basis, with production being done by a single station.

D. Colleges, universities, schools, ETV stations could be circularized to identify their resources which could contribute to these series.

E. The Operations Committee of the Library could provide contact with resources in the area.

F. Several patterns of operation should be explored:

1. Cooperative Production, with free usage.
2. Buying and selling of series through the Library.
3. Cooperative planning -- single production centre.
4. Contributed resources -- single production centre.

G. The Great Plains Library should apply for a grant to implement this feasibility study, but the idea of cooperative production should not wait or die from lack of such funding. It was suggested that schools should be willing to send their representatives to such a project at school expense.

Fourth General Meeting--------------------9:00 a.m., Saturday, March 20

I. Discussion of the Final Report was held, and recommendations were made as follows:

A. That we should retain the existing Series Committees with their Chairmen until a Coordinator is appointed for that series. The Chairman of the Planning Committee would then work with the Coordinator on the intent and nature of the series.

B. That a Curriculum Advisory Committee should be established within the Great Plains Library for Cooperative Production Planning and Research. Membership on this Committee should change to involve more people in this type of thinking.

C. That the Board of the Great Plains Library should consider ways and means of financing cooperative production keeping in mind the possibility of:

1. Setting up a Curriculum Committee in place of the Operations Committee.
2. Obtaining grants.
3. Establishing a credit (or escrow) system.
4. Financing by those who intend to use a series.

D. That the Library should investigate the structure which would best meet the educational needs of the Great Plains area, attempting to break down state provincialism in the process.

E. That if the Utilization Series is a success, the Library should explore the cooperative production of the three series (Study Skills, Great Plains, Human Resources) not being investigated by individual stations. All cooperating stations in the Library could be contacted to seeif they would be willing to work on a cooperative produced series produced in the same manner as the Utilization Series.

F. That the Library undertake to do the Great Plains Series first, with Bell handling the details and the Committee members for that series being involved.

II. It was agreed that as a result of this Project, the following conclusions could be drawn:

A. Cooperative production is feasible, that cooperative curriculum planning is possible, and that the former should start with the latter.

B. Cooperative production can be done with production (final) taking place at one location.

C. This type of programming is best suited to supplementation of classroom activity and local control must be retained, in order to have good acceptance of such material.

D. Where television is used, there is acceptance.

E. Use of television is ahead of cooperative curriculum planning. The former often brings about the latter.

F. Better machinery for cooperative production is needed.

G. There must be a re-thinking of our school curricula -- with or without cooperative production, but especially with.

H. High quality and local involvement are essential to good acceptance.

I. Constant evaluation is necessary.

J. In-service training of teachers for the use of television is important.

K. Every state need not participate in a cooperatively produced series.

L. Cooperatively produced materials should be flexible, meeting a variety of curricular approaches and areas.

M. This Project is only the beginning of what could be done.

Final Adjournment--1:30 p.m.

Respectfully submitted,

Richard H. Bell
Coordinator
Cooperative Production Project

RHB:mss